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The Effects Of Group Bibliocounseling On Selected Fourth-Grade Students Who Are Underachieving In Reading

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THE EFFECTS OF GROUP BIBLIOCOUNSELING ON SELECTED FOURTH-GRADE STUDENTS WHO ARE UNDERACHIEVING IN READING

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THE EFFECTS OF GROUP BIBLIOCOUNSELING ON SELECTED FOURTH-GRADE STUDENTS WHO ARE UNDERACHIEVING IN READING

Abstract of Dissertation

PURPOSE: The study was designed to test the effectiveness of group counseling utilizing books as an adjunct, bibliocounseling, on fourth-grade Caucasian boys who were underachieving in reading. Null hypotheses stated that group bibliocounseling would not have a statistically significant effect upon: (1) reading comprehension, (2) vocabulary, (3) reading attitude, and (4) reading self-concept.

POPULATION: Forty-eight fourth-grade Caucasian boys underachieving in reading who attended two elementary schools were randomly chosen from a total population attending seven suburban schools in the Stockton Unified School District, Stockton, California. Those whose third-grade reading scores fell two or more stanines below their third-grade IQ scores were designated as underachieving in reading.

PROCEDURE: Subjects were randomly assigned to a Solomon Four-Group Design. The Experimental Group and Control Group One were pretested on the Comprehension and Vocabulary subtests of the Gates-MacGinitie Reading Tests, Survey D, the San Diego County Inventory of Reading Attitude, and a reading self-concept inventory consisting of items pertaining to reading in the Self-Concept and Motivation Inventory. To increase group bibliocounseling interaction, the twelve boys in the Experimental Group were randomly divided into two subgroups, each with six members. Control Group Two was similarly divided. These four subgroups attended twice-weekly bibliocounseling sessions conducted by the investigator for ten weeks. Boys read orally for twenty minutes from nine award-winning children's trade books featuring: (1) a young male protagonist and/or (2) a theme of adventure, humor, or sports. They then discussed the stories according to a procedure adapted from Reading Ladders for Human Relations, fourth edition, by Crosby. In addition to the group sessions, all subjects continued to attend regular language arts classes. All received both immediate and long-term posttesting six months later on instruments used in pretesting. Eight two-way analyses of covariance were made to test the main effects of group bibliocounseling, of pretesting, and of the interaction between the two. Immediate and long-term posttest scores were dependent variables, with the covariates being third-grade reading and IQ scores.

FINDINGS: Groups receiving bibliocounseling had significantly higher reading comprehension scores in both posttest administrations. A significant pretest effect, however, may have influenced the long-term treatment effect. In vocabulary, highly significant treatment and pretest effects appeared in immediate posttesting, questioning the actual treatment effect. Bibliocounseled students closely approached the level of significance in long-term posttesting in vocabulary. These students also experienced highly significant improvement in their attitude toward reading and their reading self-concept as measured in both immediate and long-term posttesting. The investigator concluded that group bibliocounseling is a promising model for assisting certain students who are underachieving in reading.

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that research be conducted to find means of helping the often overlooked middle-class youngster who is underachieving in his reading. Also, the Petaluma Board of Education deserves thanks for its granting the writer two years' leave so that he could pursue his doctoral studies.

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INTRODUCTION

> . . . we should immediately set for ourselves the goal of assuring that by the end of the 1970's the right to read shall be a reality for all--that no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capability.[1]

Fewer than three years have passed since the late James E. Allen, Jr., then the United States Commissioner of Education, inaugurated a decade of massed effort to assure that every boy and girl would have the right to read. Noting that the majority of students in the public schools acquire at least the basic reading skills, Allen pointed out the danger of overlooking a barrier which can limit the fulfillment of students' right to read: ". . . when the skill of reading is not accompanied by the desire to read."[2]

Educators, including many reading specialists, dedi-

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[1] James E. Allen, Jr., "The Right To Read--Target for the 70's," Elementary English, XLVII (April, 1970), 488. [Italics in the original.] Allen's remarks quoted in the article appeared in somewhat different form in two speeches which he presented: September 23, 1969, before the 1969 Annual Convention of the National Association of State Boards of Education, Los Angeles, California, and October 3, 1969, before the Annual Civic Dinner of the Citizens Schools Committee of Chicago, Chicago, Illinois.

[2] Ibid.

cated to the 1980 goal of the right of every student to read are no doubt examining the old theoretical models of reading instruction and are experimenting with new ones. Reviewing the major papers presented at the 1969 International Reading Association Convention, Muskopf concluded:

> . . . the reading profession is now dominated by linguists and machine-oriented psychomotor skill enthusiasts. The influence of those who think that a sequence of skills in the reading process can be identified and taught directly in some kind of neat program with little regard for the learner as a human with desires, interests, and needs seems to pervade the profession at this time.[3]

Muskopf went on to note that most teachers grew up in a society in which they learned to repress their honest feelings rather than to express them openly. As a result, these teachers carry their tendency of fear to express their emotions into the classroom. He stated that there, they feel secure when children are locked in a basal reading program in which expressions of real personal emotion have little opportunity to erupt.[4]

The Underachiever in Reading

When students experience reading difficulties in school, they are apt to be defined by certain criteria as being underachieving in reading. Harris cited the possibility that multiple causes can contribute to any child's

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[3]Allan Muskopf, "Reactions to Affective Factors in Reading," Theoretical Models and Processes of Reading, eds. Harry Singer and Robert B. Ruddell (Newark, Del.: International Reading Association, 1970), p. 120.

[4]Ibid., p. 121.

reading underachievement.[5]

Alm listed possible causes of negative reactions, feelings, and frustrations which may lead to a child's reluctance to read:

1. The individual does not know how to read.
2. The individual does not know what to read.
3. The individual has little or no opportunity to read.
4. The individual discovers early that in his world reading has little or no prestige.
5. The individual is often never given any glimpse of the wider horizons of reading.
6. The individual is bored with reading.
7. The individual is faced with pressures of many kinds.
8. The individual has innumerable demands on his time, many more fascinating or satisfying for him than reading.[6]

In each of the above causes of a reluctance to read, Alm stated that the emotional status of the reader is involved. Therefore, in dealing with these causes, he felt that one must be attentive to concomitant emotional factors.[7]

Whatever the number of the causes of reader reluctance and underachievement, Strang, McCullough, and Traxler recognized the closely interwoven factor of the student's total adjustment along with his reading difficulty. They recommended that both reading specialists and counselors have

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[5]Albert J. Harris, "Causes of Reading Retardation--An Evaluation," Corrective and Remedial Reading, eds. Donald L. Cleland and Josephine T. Benson (Pittsburg: University of Pittsburg, 1960), p. 22.

[6]Richard S. Alm, "The Reluctant Reader: Causes of Reluctance," The Underachiever in Reading, ed. H. Alan Robinson, Supplementary Educational Monographs, No. 92 (Chicago: University of Chicago Press, 1962), p. 109. [Italics in the original.]

[7]Ibid.

the training and the skill to handle reading problems as well as to understand the emotional factors related to reading. A greater continuity of relationship and effort in assisting the child should then result.[8]

An additional emotive characteristic of underachieving readers, acoording to Robinson, is that of the fear of making a mistake. Having placed a premium on accuracy, these students wish to avoid reading when they are sure that many of their responses will be wrong.[9]

Helping the Underachiever in Reading

The counselor or reading specialist working with children who are underachieving in reading could choose to direct his efforts at assisting them in experiencing an enjoyment in reading. Students may also come to perceive that they are more capable as readers.

Through group counseling, students underachieving in reading might be able to develop an improved self-concept concerning their reading. Jersild stated that as it is within an interpersonal setting that one acquires most of the attitudes involved in his view of himself, so it is likely that only in an interpersonal setting can a person be

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[8]Ruth Strang, Constance M. McCullough, and Arthur E. Traxler, The Improvement of Reading (3d ed.; New York: McGraw-Hill Book Company, Inc., 1961), p. 86.

[9]Helen M. Robinson, "Understanding the Able Retarded Reader," Understanding and Helping the Retarded Reader, ed. Ruth Strang (Tucson: The University of Arizona Press, 1965), p. 23.

helped to come to grips with some of the meanings of these attitudes.[10]

Harris stated that when the reader's self-concept becomes so marked with fear and inadequacy, the central task in remedial reading is to help the learner to change his feelings about reading.[11]

Regarding specific steps in assisting a reader to change his feelings about reading and to convince him that improvement is possible and desirable, Walby suggested:

> . . . (1) securing his co-operation in the analysis of his problem, the planning of his activities, and the evaluation of his progress; (2) stimulating active effort by using interesting materials and dramatizing progress; (3) providing many opportunities for successful experiences; and (4) convincing him that he is liked and that his feelings are understood and accepted.[12]

THE PROBLEM

The Introduction cited possible causes of reading underachievement. The child experiencing reading difficulties was viewed as often having a negative reading self-concept as well as being reluctant to read.

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[10] Arthur T. Jersild, "The Search for Meaning," The Self in Growth, Teaching, and Learning, ed. Don E. Hamachek (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965), p. 543.

[11] Albert J. Harris, How to Increase Reading Ability: A Guide to Developmental and Remedial Methods (5th ed.; New York: David McKay Company, Inc., 1970), p. 284.

[12] Grace S. Walby, "Testing and Teaching the Retarded Reader: In Grades Four through Eight," The Underachiever in Reading, ed. H. Alan Robinson, Supplementary Educational Monographs, No. 92 (Chicago: University of Chicago Press, 1962), p. 58.

The researcher, therefore, proposed to investigate the effects of group counseling using children's literature within the counseling situation in helping students who were designated as underachieving in reading.

Statement of the Problem

The present study was designed to test the effectiveness of group counseling utilizing books as an adjunct in assisting elementary school students who were underachieving in reading for the purposes of: (1) improving their reading comprehension and vocabulary test scores, (2) improving their attitude toward reading, and (3) raising their reading self-concept.

Importance of the Study

Reviewing studies in reading for the most recent Encyclopedia of Educational Research, Harris noted that little if any progress has been made in reducing the number of significantly underachieving students in reading.[13] Studies made by Traxler have indicated that by the end of the sixth grade, youngsters who are so classified have been estimated to range from ten to twenty-five percent of the school population.[14] Stanchfield has pointed out that the

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[13]Theodore L. Harris, "Reading," Encyclopedia of Educational Research, ed. Robert L. Ebel (4th ed.; London: Collier-Macmillan Limited, 1969), p. 1085.

[14]Arthur E. Traxler, "Research in Reading in the United States," Journal of Educational Research, XLII (March, 1949), 481-99.

problem is particularly more acute for boys who make up from seventy-five to eighty percent of the students needing reading improvement.[15]

According to a study of case histories from elementary to high school of 270 school dropouts, Fitzsimmons and his associates found that seventy-five percent of these students demonstrated poor academic performance in the fourth grade, especially so in reading where a significant relationship was shown to their later performance in English, social studies, and science. The writers recommended that special reading programs be begun during the first four grades, oriented toward changing attitudes through positive experiences.[16]

Stanchfield learned in interviews with 153 boys that those with low achievement in reading gained increasing hostility and defensiveness as they progressed from the fourth to the eighth grade. She stressed the importance of identifying these students during the third and fourth grades and of beginning a program to help them in developing their reading skills.[17]

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[15]Jo M. Stanchfield, "Differences in Learning Patterns of Boys and Girls," Claremont Reading Conference, Thirty-second Yearbook, ed. Malcolm P. Douglass (Claremont, Ca.: Claremont University Center, 1968), p. 218.

[16]Stephen J. Fitzsimmons and others, "School Failures: Now and Tomorrow," Developmental Psychology, I (March, 1969), 134-46.

[17]Jo M. Stanchfield, "Boys' Reading Interests As Revealed Through Personal Conferences," The Reading Teacher, XVI (September, 1962), 41-44.

Some educators, however, including Postman, McLuhan, and the Silberbergs, have recently advocated the use of alternative means of educating children for whom reading is either an unpleasant or inefficient technique.[18] Postman, for example, proposed a "multi-media literacy," wherein: (1) speaking, (2) film-making, (3) picture-taking, (4) televising, (5) computer-programming, and (6) listening as well as other means of communication would receive at least equal emphasis in the schools as does reading and writing. McLuhan has stated that purely visual means of apprehending the world are far too slow to be relevant or effective when compared with modern means of electronic communication. Proposing a "bookless curriculum" for students with reading problems, the Silberbergs, nevertheless, recommended that if a child began to overcome his reading difficulties, he could return to the regular book curriculum.

However, McCullough, stressing the need for reading competence by every student, verbalized a concern which our society should have about the child who is reading significantly below his ability:

> . . . The potential scientist can be blocked from his goal if he cannot read science material successfully. The citizen who cannot read discriminately and independently on public issues is limited largely to canned and planned information and to the biases of the people he

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[18] Neil Postman, "The Politics of Reading," Harvard Educational Review, XL (May, 1970), 251; Marshall McLuhan, The Medium Is the Message (New York: Random House, Inc., 1967), p. 63; Norman E. Silberberg and Margaret C. Silberberg, "The Bookless Curriculum: An Educational Alternative?" Journal of Learning Disabilities, II (June, 1969), 302-07.

> happens to know. Equally bad is the effect of misreading what one does read. The personal life without reading can to a great degree lose its individuality in habitual resort to mass pictorial and auditory fare. The result for society is a population grooved in thought and habit, and misfitted in vocation, a group of people whose attitudes and defenses mean a burden rather than a contribution.[19]

The writer agreed with the sentiments of McCullough, believing that if and when children can sense an interest in books and become more proficient in reading, they will begin to discover an additional advantage of books. As Hartig has said, they will find that reading is fun.[20]

BACKGROUND OF THE STUDY

The study utilized both group counseling and reading in a common setting to assist students who were underachieving in reading. This process of combining group counseling with the reading of selected children's literature was termed "bibliocounseling."

Group Counseling

Little empirical evidence exists regarding the effectiveness of group counseling as a means of helping students who are underachieving in reading. Mahler noted the lack of research in investigating possible outcomes of

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[19]Constance M. McCullough, "The Underachiever in Reading: The Schools Concern with the Underachiever," The Underachiever in Reading, ed. H. Alan Robinson, Supplementary Educational Monographs, No. 92 (Chicago: University of Chicago Press, 1962), pp. 7-8.

[20]Hugo Hartig, "The Rewards of Reading," Reading in High School, I (Fall, 1963), 12.

group counseling.[21] Dinkmeyer called for research to study guidelines specifically for the counseling process within the elementary schools.[22]

Having examined the three most recent guidance issues of the Review of Educational Research, Hill and Luckey stated that over the nine-year period, only four studies were cited on elementary school group counseling. All four were made with upper-grade children. These authors mentioned, however, that investigations on the effectiveness of group counseling with students at the secondary and college levels give promising evidence that the practice can bring about significant changes in students' school adjustment, concepts of self, and academic achievement.[23]

Aubrey pointed out that elementary students are relatively passive, egocentric, dependent, action- and present-time oriented, and often undefended to ego attack. He recommended that counseling models for students at this level be planned for their developmental phase adequacy.[24]

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[21]Clarence A. Mahler, Group Counseling in the Schools (Boston: Houghton Mifflin Company, 1969), p. 197.

[22]Don Dinkmeyer, "Counseling Theory and Practice in the Elementary School," Elementary School Guidance and Counseling, I (June, 1967), 206.

[23]George E. Hill and Eleanore Braun Luckey, Guidance for Children in Elementary Schools (New York: Appleton-Century-Crofts, 1969), p. 256.

[24]Roger F. Aubrey, "The Legitimacy of Elementary School Counseling: Some Unresolved Issues and Conflicts," Personnel and Guidance Journal, XLVI (December, 1967) 356.

To design a more concrete counseling model specifically for elementary students, Doverspike suggested bringing books and illustrated materials into the counseling group. By this means, students with reading problems could read in an accepting, permissive atmosphere and try out newly learned behaviors. In addition, transfer of students' learning should be more likely to occur from such a structured counseling process.[25]

Children's Literature and the Underachiever in Reading

Just as the writers cited above stated the need for research in counseling, especially at the elementary school level, Harris pointed out the paucity of studies dealing with techniques for the improvement of reading attitudes.[26]

Regarding reading materials, Jackson has described textbooks as being "notoriously turgid," with little appeal to an audience of voluntary readers.[27]

In the place of the textbook, authorities on children's literature, including Chambers and Jacobs, have commented on the stimulating appeal of high-interest chil-

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[25]James E. Doverspike, "Counseling with Younger Children: Four Fundamentals," Elementary School Guidance and Counseling, V (October, 1970), 53-58.

[26]T. L. Harris, op. cit., p. 1091.

[27]Philip W. Jackson, "Reading and School Life," Claremont Reading Conference, Thirty-fourth Yearbook, ed. Malcolm P. Douglass (Claremont, Ca.: The Claremont Reading Conference, 1970), p. 95.

dren's trade books.[28] As a means of creating excitement about books and to entice children into reading, Chambers stressed the value of oral reading by the teacher. Jacobs called picture story books the "very pulse of the development of children as readers."

A number of educators, including Crosby, Dechant, and Russo, have commended the practice of oral reading by students.[29] Crosby has stated that the oral reading of a story provides a group experience wherein feelings and facts may be comfortably shared. Other advantages of oral reading by students in a group, according to Dechant, are: (1) a better appreciation for literature, (2) improved pronunciation, phrasing, interpretation, rhythm, and flexibility, (3) social enjoyment, and (4) diagnostic values in testing for fluency and accuracy in reading. Russo felt that students in a cohesive group could derive satisfaction from helping each other with their reading problems.

According to Patterson, an essential part of reading

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[28]Dewey W. Chambers, ". . . Let Them Read," The Reading Teacher, XX (December, 1966), 254-57; Leland B. Jacobs, "Picture-Story Books at Their Best," The Reading Teacher, XII (February, 1959), 186-89.

[29]Muriel Crosby (ed.), Reading Ladders for Human Relations (4th ed.; Washington, D.C.: American Council on Education, 1963), p. 22; Emerald V. Dechant, Improving the Teaching of Reading (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 22; Wallace Russo, "Subtleties of the Reading Group," The Reading Teacher, XXIII (February, 1970), 429-31.

comprehension is the ability to note the emotional reactions of characters in a story. He believed that when students with reading difficulties are taught to note the pleasure, pain, love, and hate which story heroes experience, they can begin to appreciate the characters' feelings in terms of their own individual experiences.[30]

This ability to use one's imagination to build experiences and mental pictures of a vicarious nature, Burkholder held, requires students to deal with a more complex reading situation of: (1) associating acquired information with that already possessed, (2) making deductions with given facts in the light of facts already known, and (3) weighing information to get accurate as well as implied meaning. She felt if students experienced such a complex process, they would find that word recognition and word calling do not constitute reading. Rather, they would discover that the author gives only ideas and details in a sequential development and the reader has to do the rest.[31]

Bibliocounseling Theory

The theory of bibliocounseling was formulated by Tsimpoukis, who adapted from bibliotherapy the concept of

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[30]Oliver Patterson, "Emotional Responses in Reading Comprehension," Reading Improvement, IV (Winter, 1967), 31-32.

[31]Mary E. Burkholder, "Maintenance of Interest in the Middle Grades," A Report of the Fourth Annual Conference on Reading: The Materials of Reading, ed. Gerald A. Yoakam (Pittsburg: University of Pittsburg, 1948), pp. 104-07.

utilizing books and other reading materials in the process of counseling within educational institutions.[32]

An assumption of the theory of bibliocounseling selected for this study was that:

> . . . books, as a counseling aid, can be used to help the individual integrate information, choose from alternatives of action, learn how to utilize his coding and decoding system, teach him ways of adjusting and provide models of development.[33]

Tsimpoukis recommended using, in appropriate adapted form, steps as outlined in Reading Ladders for Human Relations, fourth edition, by Muriel Crosby[34] for a procedure of using books in bibliocounseling.[35]

As criteria for choosing books in bibliocounseling which tend to build good attitudes, Tsimpoukis stated:

> . . . The book should be current, suitable for the reader's age level and free from unscientific ideas and misconceptions. The characters should not be stereotypes; they should be real enough for the readers to like, understand or identify with them. . . . Finally, the illustrations should be helpful and likeable, not stereotyped, queer or ugly.[36]

Tsimpoukis aligned his theory of bibliocounseling with the theory of bibliotherapy as devised by Russell and Shrodes. The latter writers held that a therapeutic effect

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[32]Constantinos John Tsimpoukis, "Bibliocounseling: Theory and Research Implications for and Applications in Counseling and Guidance" (Unpublished Ph.D. Dissertation, University of Wisconsin, 1968), p. 2.

[33]Ibid., p. 39.

[34]Cf. infra, pp. 76-77.

[35]Tsimpoukis, op. cit., p. 101.

[36]Ibid., pp. 100-01.

resulted from the process of dynamic interaction between the personality of the reader and literature. They felt that the process could be explained in terms of the following: (1) identification with a fictional character, (2) catharsis which occurred as the reader achieved identification with the character who worked through his problem, thereby releasing emotional tension, and (3) insight into the reader's own motivations and rationalizations for his behavior.[37] Tsimpoukis stressed, however, that bibliocounseling need not be a psychoanalytic theory. Rather, it could be any personality theory, stated in its own terms.[38]

Given the option to select a personality theory on which to base this study of bibliocounseling, the researcher preferred a perceptual approach as described by Combs and Snygg:

> . . . To be effective, education must find ways of helping people discover the personal meaning of events for them. Events which do not seem to have any relationship to self are likely to be ignored if, indeed, they are perceived at all. It is only when events are perceived as having some relationship to self that behavior is changed as a result of perceiving.[39]

Combs and Snygg held that all behavior is determined by a person's perceptual field at the moment of action. To

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[37]David H. Russell and Caroline Shrodes, "Contributions of Research in Bibliotherapy to the Language-Arts Program I," School Review, LVIII (September, 1950), 335-36.

[38]Tsimpoukis, op. cit., p. 34.

[39]Arthur W. Combs and Donald Snygg, Individual Behavior: A Perceptual Approach to Behavior (Rev. ed.; New York: Harper & Row, Publishers, 1959), p. 149.

change behavior, they believed that it is necessary to produce an alteration in the individual's perceptual field. As an example, the writers stated that much of the instruction in reading should be directed at helping children to perceive more accurately and effectively not only the words on the printed page, but even more important, new and more adequate concepts of themselves.[40]

PURPOSE OF THE STUDY

The first objective of this study was to investigate the effectiveness of group counseling with books as an adjunct, bibliocounseling, in improving the reading ability of Caucasian fourth-grade boys who were underachieving in reading in the public schools.

Secondary objectives of this study were to investigate the effects of group bibliocounseling on: (1) improving the subjects' attitude toward reading and (2) raising their reading self-concepts.

The researcher attempted to determine not only the immediate effects of the group bibliocounseling on subjects in the study, but also any long-term effects remaining six months following the treatment period.

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[40]Ibid., p. 153

CONCEPTUAL HYPOTHESES

Conceptual hypotheses which this study determined to support or reject included:

Hypothesis 1. Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will show significantly greater gains in reading comprehension than similar boys who only attend their language arts classes.

Hypothesis 2. Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will show significantly greater gains in vocabulary than similar boys who only attend their language arts classes.

Hypothesis 3. Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will show significantly greater gains in reading attitude than similar boys who only attend their language arts classes.

Hypothesis 4. Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will show significantly greater gains in reading self-concept than similar boys who only attend their language arts classes.

PROCEDURE OF THE STUDY

To realize the purpose of the study, the researcher (1) randomly chose subjects to participate, (2) utilized a research design to control internal and external validity in the study, and (3) administered group bibliocounseling to the subjects defined as underachieving in reading.

Sample Selection

Seven elementary schools within a unified school district were selected which had contiguous attendance areas and whose student populations had similar reading achievement test scores. In addition, the schools' respective attendance areas had the following similar demographic characteristics: (1) racial and ethnic composition and (2) family financial status. Through random selection, two of the schools were chosen to participate in the study.

Research Design

Forty-eight male Caucasian fourth-grade students at the two elementary schools who were underachieving in reading were randomly assigned to four groups of twelve members in a Solomon Four-Group Design.[41] The investigator extended the research design to permit long-term posttesting of both treatment and control participants six months following the ten-week period of group bibliocounseling.

Statistical procedures to measure the rate of change experienced by the students in the study included eight two-way analyses of covariance. Students' immediate and long-term posttest scores were the dependent variables, with the covariates being third-grade Lorge-Thorndike Intelligence Test scores and composite grade equivalency scores,

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[41] Richard L. Solomon, "An Extension of the Control Group Design," Psychological Bulletin, XLVI (March, 1949), 137-50.

also received during the third grade, on the Word Meaning and Paragraph Meaning subtests of the Stanford Achievement Test.[42]

Group Bibliocounseling Procedure

The investigator conducted the group bibliocounseling sessions, using an adapted form of the method recommended by Crosby.[43] Students receiving group bibliocounseling met for fifty minutes twice weekly for a period of ten weeks. Books used for reading and discussion within the group sessions were chosen primarily for their recognized excellence as children's literature. Books mainly featured: (1) a young male protagonist and (2) adventure, humor, or sports.

ASSUMPTIONS AND LIMITATIONS

The study was based upon several assumptions and limitations. These were as follows:

Assumptions

The assumptions upon which the study was based were:

1. An adequate method of determining students who were underachieving in reading at the fourth-grade level was to select those whose third-grade Stanford

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[42] Irving Lorge and Robert L. Thorndike, The Lorge-Thorndike Intelligence Tests, Form B, Level 2 (New York: Houghton Mifflin Co., 1954); Truman L. Kelly and others, Stanford Achievement Test, Primary II, Form X (New York: Harcourt, Brace & World, Inc., 1964).

[43] Crosby, op. cit., pp. 18-25.

Achievement Test subtest scores in Word Meaning and Paragraph Meaning fell two or more stanines below their Lorge-Thorndike Intelligence Test scores.

2. The Gates-MacGinitie Reading Tests, Survey D, Forms 1, 2, and 3, the San Diego County Inventory of Reading Attitude, and the investigator's "Reading Self-Concept Inventory" adaptation of the Self-Concept and Motivation Inventory were adequate measuring tools for the study.[44]

3. Other credentialed counselors having experience in teaching reading and language arts could replicate the study under carefully outlined procedures.

4. A study made in a lower-middle to middle class suburban area of a city between 100,000 and 150,000 persons could be representative of and generalized to school populations in similar areas.

Limitations

1. The study was limited to the fourth-grade level of participating male Caucasian students who were found to be underachieving in reading in two randomly selected elementary schools in one large unified school district.

2. The study was limited by the students' maturity, personalities, sensitivities, predispositions including slants, biases, and attitudes, and previous experiences which might or might not have prepared them to empathize with the story characters in the bibliocounseling interaction.

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[44]Arthur I. Gates and Walter H. MacGinitie, Gates-MacGinitie Reading Tests, Survey D, Forms 1, 2, and 3 (New York: Teachers College Press, Teachers College, Columbia University, 1964); San Diego County Department of Education, San Diego County Inventory of Reading Attitude, in An Inventory of Reading Attitude, Monograph 4 of Improving Reading Instruction (San Diego: San Diego County Department of Education, 1961), pp. 15-16; George A. Farrah, Norman J. Milchus, and William Reitz, The Self-Concept and Motivation Inventory (SCAMIN): What Face Would You Wear?, Later Elementary Form, Manual of Directions (Dearborn Heights, Mich.: George A. Farrah, Norman J. Milchus, and William Reitz, 1968), pp. 3-4. The investigator's "Reading Self-Concept Inventory" adaptation of the SCAMIN included test items 1, 3, 13, 15, 16, 17, 27, 29, 34, 38, and 47, or those items dealing specifically with reading.

3. The study was limited by the time span of the group bibliocounseling treatment.

4. The study was limited by the books and other reading materials selected as counseling adjuncts.

DEFINITIONS OF TERMS

Terms applicable to this study were defined as follows:

1. Bibliocounseling: ". . . the use of books as an adjunct to counseling."[45] The study used group counseling and the reading of selected children's literature within a common setting to assist students who were underachieving in reading.

2. Bibliotherapy: ". . . a process of dynamic interaction between the personality of the reader and literature--interaction which may be utilized for personality assessment, adjustment, and growth."[46]

3. Group Counseling: ". . . a dynamic interpersonal process involving the use of counseling techniques with normal individuals. The members of the group mutually explore, with the counselor, their problems and feelings in an attempt to modify their attitudes and values so that they are better able to deal with their developmental and educational situations. The counseling group is composed of six to ten peers working with a professionally trained counselor in a non-medical setting."[47]

4. Reading: ". . . the meaningful interpretation of

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[45]Tsimpoukis, op. cit., p. 119. The theory of bibliocounseling as used in the study was described above, pp. 13-16.

[46]Russell and Shrodes, loc. cit. The theory of bibliotherapy as used in studies cited in Chapter 2 was described in length above, pp. 14-15.

[47]Benjamin Cohn (ed.), Guidelines for Future Research on Group Counseling in the Public School Setting (Bedford Hills, N.Y.: Board of Cooperative Educational Services, 1964), p. 39.

written or printed verbal symbols."[48]

5. Reading Attitude: ". . . sentiments, interests, and innermost feelings relative to the broad field of reading . . . ."[49]

6. Reading Comprehension: ". . . the ability to read complete prose passages with understanding."[50]

7. Reading Self-concept: A child's view of his role as a reader. It is the student's sum of reading experiences, perceptions, attitudes, and feelings about reading. Self-concept is made up of role expectations, the acceptance or denial of the aspirations and demands that the student thinks others--significant others--expect of him, and self adequacy, the regard with which a student views his present and future probabilities of success in reading.[51]

8. Trade Book: ". . . a book published for the purpose of giving the reader pleasure and of feeding his interest in reading for pleasure."[52]

9. Underachiever in Reading: A student whose composite grade equivalency score on the Word Meaning and Paragraph Meaning subtests of the Stanford Achievement Test, Primary II, Form X, fell two or more stanines below his score on the Lorge-Thorndike

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[48]A. J. Harris, How to Increase Reading Ability, op. cit., p. 7.

[49]San Diego County Department of Education, An Inventory of Reading Attitude, Monograph 4 of Improving Reading Instruction (San Diego: San Diego County Department of Education, 1961), p. 10.

[50]Arthur I. Gates and Walter H. MacGinitie, Teacher's Manual of the Gates-MacGinitie Reading Tests, Survey D, Forms 1, 2, and 3 (New York: Teachers College Press, Teachers College, Columbia University, 1965), p. 1.

[51]Adapted from a term for "academic self-concept" in George A. Farrah, Norman J. Milchus, and William Reitz, Manual of Interpretation of the Self-Concept and Motivation Inventory: What Face Would You Wear? (SCAMIN) (Dearborn Heights, Mich.: George A. Farrah, Norman J. Milchus, and William Reitz, 1968), p. 1.

[52]Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 64.

Intelligence Test, Form B, Level 2.[53]

SUMMARY

This first chapter of the report outlined the problem of reading underachievement which is common to a significant number of male students in elementary schools. The investigator noted the high frequency of concomitant emotional factors which often precede, accompany, and result from such a reading disability.

In an effort to help grant the "right to read" to every boy and girl within the decade of the 1970's, the writer described a procedure of group bibliocounseling whose effectiveness he proposed to investigate in assisting fourth grade boys who were designated as underachieving in reading. The writer set forth hypotheses to be tested, stated the assumptions and limitations upon which the study was based, and defined important terms terms which he used.

Four additional chapters complete the remainder of the report. They are: (1) Chapter 2, "Review of the Literature Related to the Study," (2) Chapter 3, "The Design and Procedure of the Study," (3) Chapter 4, "Analysis of the Data," and (4) Chapter 5, "Summary, Conclusions, and Recommendations."

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[53]Adapted from a procedure recommended by Carol K. Winkley, "Administrative Procedures for the Underachiever in Reading: Building Staff Competence in Identifying Underachievers," The Underachiever in Reading, ed. H. Alan Robinson, Supplementary Educational Monographs, No. 92 (Chicago: University of Chicago Press, 1962), p. 159.

Chapter 2

REVIEW OF THE LITERATURE RELATED TO THE STUDY

Selected literature pertaining to the study is presented below in four specific areas:

1. Reading and the self-concept.
2. The effect of bibliotherapy in changing values and attitudes.
3. The effect of interest and attitudes on reading comprehension.
4. Elementary school group counseling: its effect on underachievers in reading.

READING AND THE SELF-CONCEPT

The literature which relates to reading and the self-concept is discussed below under three headings. These sections deal with the following: (1) perceptual theory and the reader's self-concept, (2) the relationship between reading and the self-concept, and (3) the effect of remedial reading programs on the self-concepts of students who are underachieving in reading.

Perceptual Theory and the Reader's Self-Concept

Arthur W. Combs set forth two principles of behavior which, he believed, have implications for education. These

principles are: (1) ". . . people behave according to how things seem to them," and (2) ". . . the most important ideas any of us ever have are those ideas we hold about ourselves."[1]

Combs and Snygg theorized that all behavior is a function of perception; a person's feelings, convictions, attitudes, and understandings constitute the directing forces of his behavior. An individual's perceptual field is, therefore, ". . . the entire universe, including himself, as it is experienced by the individual at the instant of action."[2]

The authors felt that among the factors which may limit one's perceptual field are his goals and values. Also, the perceived presence of threat could cause a person's behavior to become rigid, narrowing his opportunities for gaining new perceptual experiences.[3]

Relating their theory to reading instruction, Combs and Snygg stressed that a child's self-concept regarding reading has a vital effect on his selection of perceptions which become a part of his perceptual field. A student who has developed a concept of himself as being unable to read

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[1]Arthur W. Combs, "Seeing Is Behaving," Educational Leadership, XVI (October, 1958), 21-26.

[2]Arthur W. Combs and Donald Snygg, Individual Behavior: A Perceptual Approach to Behavior (rev. ed.; New York: Harper & Row, Publishers, 1959), p. 20.

[3]Ibid., pp. 165-89.

is likely to avoid reading. The very experiences which might have helped him to change his concept of self are by-passed.[4]

The authors recommended that remedial reading instruction for the student who is like the child they described must be directed not only at helping him to perceive more accurately and effectively the words on the printed page, but even more important, a new and more adequate concept of himself. Within an atmosphere of acceptance, he should have the chance to sense new needs, goals, and values. The learning environment should be especially free from threat, enabling the child to perceive rich and varied experiences. Such a teaching relationship, Combs and Snygg stated, would assist the student in changing from a negative to a positive concept of himself.[5]

The Relationship Between Reading and the Self-Concept

Several writers have speculated on the etiology of the negative reading self-concept. Abrams stated that when a child with normal or superior intelligence is unable to read adequately, he is subjected to great environmental pressure from both his parents and peers. He then begins to feel extremely inadequate and resentful. Should his teacher use reprimands and threats to gain his attention in reading, a vicious circle of more inattention and frus-

[4]Ibid., pp. 152-53. [5]Ibid., pp. 388-409.

tration is likely to be followed by more discipline. The result would be even greater negative feelings toward reading.[6]

Fernald believed that a student's negative responses to reading are often the result of unhappy experiences associated with the classroom group. A student associating any activities, including reading, with the group, tends to withdraw, to assume a fearful or antagonistic attitude toward it, or to compensate for his failure by showing off.[7]

Students with negative reading self-concepts are especially handicapped in school, Harris believed, because their inadequacy and self-estimate are lowered in all phases of schoolwork in which reading is done. He stated that the stress which is placed on reading as a criterion of general competence in school, by teachers, by parents, and by peers, often causes children who regard themselves as poor readers to feel that they are intellectual paupers. For such students, Harris recommended that a program be initiated to help them to change their feelings toward reading.[8]

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[6]Jules C. Abrams, "Psychological Influences on Reading," Sociological and Psychological Factors in Reading, eds. Marjorie Seddon Johnson and Roy A. Kress, Proceedings of the 21st Annual Reading Institute, Vol. 3 (Philadelphia: The Reading Clinic, Temple University, 1964), p. 33.

[7]Grace M. Fernald, Remedial Techniques in Basic School Subjects (New York: McGraw-Hill Book Company, 1943), p. 8.

[8]Albert J. Harris, How to Increase Reading Ability: A Guide to Developmental and Remedial Methods (5th ed.; New York: David McKay Company, Inc., 1970), p. 284.

Lamy concluded that a child's self-concept and the perceptions which he holds of himself in relationship to aspects of his world are not only related to his reading achievement, but could be causal factors as well. She reviewed perception data obtained by observers who worked individually with fifty-two first graders. Inferences were drawn from each child's perceptions of his personal adequacy and of his adequacy in dealing with aspects of his world.[9]

Using a disguised method of sampling the reading achievement of 240 boys and girls in grades two through five, Sopis stated that a variable called "self-image as a reader" does exist and that for boys this variable is related to reading achievement. A recommendation of the study was that reading teachers give a major emphasis to assisting their pupils in gaining a positive self-image. Instruments used in the study included the reading subtest of the Stanford Achievement Test and the Colvin Silhouette Test.[10]

Toller found highly significant differences to exist in favor of achievers in a study of self-evaluations between two groups of twenty-five Caucasian boys. One group was known to be underachieving by two or more years below grade level, while the other was achieving at or above grade

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[9]Mary W. Lamy, "Relationship of Self-Perceptions of Early Primary Children to Achievement in Reading," Dissertation Abstracts, 24:628-29, August, 1963.

[10]Josephine Sopis, "The Relationship of Self Image as a Reader to Reading Achievement," Academic Therapy Quarterly, VI (Winter, 1965-1966), 94-101, 113.

level in reading. Poorer readers evaluated themselves as feeling less accepted, less adequate, and less secure on the Self-Evaluation Inventory for Children and on a self-concept inventory which Toller had designed.[11]

Wattenberg and Clifford obtained measures of mental ability as well as of self-concept from 128 kindergarten youngsters. At the end of the second grade, the same pupils were again tested. The writers concluded that measures of the self-concept relating to competence and personal worth are antecedent to and are significantly predictive of later progress in reading.[12]

Boys perceiving themselves as being very low in learning ability were found by Spicola to be lowest in reading achievement, even though fifty-seven percent of them were average and above in intelligence. Data on the 381 sixth graders in the study showed that a significant relationship existed between their ability on the reading subtest of the Stanford Achievement Test and on measures of self-concept on the Reeder Adaptation of the Brownfain Categories Inventory.[13]

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[11]Gladys Schwartz Toller, "Certain Aspects of the Self-Evaluations Made by Achieving and Retarded Readers of Average and above Average Intelligence," Dissertation Abstracts, 28:976-A, September, 1967.

[12]William W. Wattenberg and Clare Clifford, "Relation of Self-Concepts to Beginning Achievement in Reading," Child Development, XXXV (June, 1964), 461-67.

[13]Rose Frances Spicola, "An Investigation into Seven Correlates of Reading Achievement Including the Self-Concept," Dissertation Abstracts, 21:2199, February, 1961.

The Effect of Remedial Reading on the Self-Concept

In his review of the research and literature, the writer found that few experimental studies have been conducted to determine the effect of remedial reading programs on the self-concept.

Smith investigated the impact of specialized reading instruction on eighty-five male fourth, fifth, and sixth graders who were underachieving in reading. Subjects were placed in one of three groups: (1) reading instruction, (2) personal interaction, and (3) control. The first two groups met for twenty-five, one-half hour sessions extending over a three-month period. The reading instruction method was the most effective for improving students' self-concepts as measured by the Spalding Self-Concept Inventory.[14]

In a university reading clinic setting, Strickler combined group counseling with remedial reading instruction. Thirty-six elementary and secondary students were divided into experimental and control groups. The former group received one hour of remedial reading instruction followed by one hour of group counseling. The control group received two consecutive hours of remedial reading instruction. Groups met each Saturday morning for a school semester.

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[14]Phyllis W. Smith, "Self-Concept Gain Scores and Reading Efficiency Terminal Ratios as a Function of Specialized Reading Instruction or Personal Interaction," Reading and Realism, ed. J. Allen Figurel, Proceedings of the Twelfth Annual Convention, Vol. 13, Part 1, (Newark, N.J.: International Reading Association, 1969), pp. 671-74.

Posttest results showed that the counseled group had significantly greater improvement than the non-counseled group in the acquisition of more positive school and social attitudes. Elementary students demonstrated a greater ability to benefit from either remedial treatment, whether it was the counseling-remedial reading instruction combination or only remedial reading, than did the secondary students.[15]

Seay also conducted a clinical reading program for elementary school boys who were underachieving in reading. Seventy-two boys from grades four through seven who attended a reading clinic were matched with boys having no reading problems. The boys receiving remedial reading had individualized clinical instruction several days each week for seventeen weeks. Positive mean changes in the treatment group's personal, social, and total self-concepts were at the .001 level of significance. Their improvement in reading skills were positively but not significantly related to corresponding changes in the self-concept.[16]

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[15]Edwin Strickler, "Educational Group Counseling Within a Remedial Reading Program," Dissertation Abstracts, 25:5129-130, March, 1965.

[16]Lesten Clare Seay, "A Study to Determine Some Relations Between Changes in Reading Skills and Self-Concepts Accompanying a Remedial Program for Boys with Low Reading Ability and Reasonably Normal Intelligence," Dissertation Abstracts, 21:2598-599, March, 1961.

Summary

In this preceding section, perceptual theory as it relates to the reader's self-concept was discussed. In addition, a number of studies were reviewed which quite conclusively demonstrate that a correlation does exist between reading ability and the self-concept. Three studies were cited which show that students receiving remedial assistance in reading can significantly improve in their self-concept. However, two of the studies were made in a clinical treatment setting. Therefore, those findings might not generalize to reading programs conducted within a public school setting.

THE EFFECT OF BIBLIOTHERAPY IN CHANGING VALUES AND ATTITUDES

The literature which relates to bibliotherapy and its effect in changing values and attitudes is discussed below under two headings. These topics deal with the following: (1) opinion regarding the use of bibliotherapy in the public school setting, and (2) specific studies made at the elementary school level which have been made using bibliotherapy to change values and attitudes.

Opinion on the Use of Bibliotherapy in Schools

Although Russell and Shrodes saw a practical use for bibliotherapy by the classroom teacher in assisting children in solving their developmental problems of adjustment, other

writers have been more cautious in making such a recommendation.[17]

In 1961, Tews made a survey of sixty individuals who, until that time, had been active in promoting the use of bibliotherapy. As a result of her study, she drew up a definition of bibliotherapy which corresponded to the views of a majority of those surveyed:

> Bibliotherapy is a program of selected activity involving reading materials, planned, conducted, and controlled as treatment under the guidance of the physician for emotional and other problems. It must be administered by a skilled, professionally trained librarian within the prescribed purpose and goals. The important and dynamic factors are the relationships which are established, the patient's reactions and responses, and the reporting back to the physician for interpretation, evaluation, and directions in follow-up.[18]

Citing Tews' definition of bibliotherapy, Witty agreed with the wording and suggested that bibliotherapy be used with discretion and be limited to the specialized endeavor as described above.[19]

Darling was specific in his criticism of the classroom use of bibliotherapy as proposed by Russell and Shrodes. He stated that the reader must be an able one if he is to use a wide variety of suitable materials. The poor

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[17]Ravid H. Russell and Caroline Shrodes, "Contributions of Research in Bibliotherapy to the Language-Arts Program I," School Review, LVIII (September, 1950), 335-42.

[18]Ruth M. Tews, "Introduction," Library Trends, XI (October, 1962), 99.

[19]Paul A. Witty, "Meeting Development Needs through Reading," Education, LXXXIV (March, 1964), 455.

reader, he pointed out, would be occupied primarily with the simple process of reading words and sentences and, as a result, would be unlikely to have the deeper understanding of the content so that the necessary processes of identification, catharsis, and insight could occur.[20]

Additionally, Darling felt that students in the classroom would lack the basic requirement of therapy, which seems to be that an illness be present. For this reason, he believed that the term "bibliotherapy" is a misnomer in describing a process of helping quite normal, healthy youngsters in the classroom with their common developmental problems.[21]

Bibliotherapy, if interpreted in the sense suggested by Russell and Shrodes, might make reading a tool when it should be a means for deriving joy and delight, according to Weingarten. It was his feeling that teachers could fail to lead students to books for the joy of reading because of their preoccupation with the value in books for the youngsters' personal-social development.[22]

Bailey similarly stated that children read because a book is interesting, funny, or exciting, and because they want to know the outcome of the story. She believed that

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[20]Richard L. Darling, "Mental Hygiene and Books: Bibliotherapy as Used with Children and Adolescents," Wilson Library Bulletin, XXXII (December, 1957), 293-96.

[21]Ibid.

[22]Samuel Weingarten, "Boundaries of Reading in Satisfying Needs," Education, LXXXIV (March, 1964), 480-88.

any clearer understanding which students might gain of themselves and of their own personal problems is almost always a by-product of bibliotherapy.[23]

The Effect of Bibliotherapy on Changing Values and Attitudes

Despite the statements of caution cited above by writers regarding the use of bibliotherapy in the classroom, a number of doctoral studies within the past decade have investigated its effect in changing the values and attitudes of elementary students within the classroom setting.

Appleberry involved 270 third-grade pupils in typical classroom situations in a study of the effects of reading. Seven classes did their library reading from a selection of books chosen because of their value for bibliotherapy and listened to their teachers read many of the stories aloud. No discussion of the stories followed the reading. Five control classes read from any library books except those selected for bibliotherapy. All students were pre- and posttested on the California Test of Personality before and after the nine-week period. In nine of twelve subtests analyzed, the experimental group scored significantly higher than the control group.[24]

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[23]Matilda Bailey, "A Candle of Understanding," Education, LXXVI (May, 1956), 515-21.

[24]Mary Hilton Appleberry, "A Study of the Effect of Bibliotherapy on Third-Grade Children Using a Master List of Titles from Children's Literature," Dissertation Abstracts, 30:2718-A, January, 1970.

In an effort to increase the concept of sportsmanship in fourth, fifth, and sixth grade pupils, Bovyer had teachers at one school read orally twelve short, sports stories illustrating concepts of sportsmanship to students. No discussion of the stories or about sportsmanship was held. A second school acted as a control group. All 213 students participating from both schools wrote papers before and after the experiment about sportsmanship. A content analysis of both groups' writing revealed that differences between the two groups were not significant. Bovyer recommended that discussions be added in future studies to help build concepts and understandings.[25]

Livengood attempted to increase democratic behavior in a sixth-grade classroom through her oral reading of thirty-six selections from children's literature which had been screened for traits of good peer relations and democratic practices. No discussions were held after the readings. A battery of tests was administered to the class and to a control class before and following the experiment. The results showed that the class receiving bibliotherapy lost in good relations and democratic practices. Reading gains by both groups were not significant.[26]

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[25]George G. Bovyer, "Stories and Children's Concepts of Sportsmanship in the Fourth, Fifth, and Sixth Grades," Elementary English, XXXIX (December, 1962), 762-65.

[26]Dorothy Kroft Livengood, "The Effect of Bibliotherapy upon Peer Relations and Democratic Practices in a Sixth Grade Classroom," Dissertation Abstracts, 25:3437-438, December, 1964.

In a study by Ponder, sixty economically disadvantaged fifth-graders were assigned to experimental and control groups. Stories featuring economically disadvantaged children were read orally to a bibliotherapy group for thirty-minute periods twice a week for five months. Discussions followed the readings concerning the actions and feelings of the characters. The control group had similar reading and discussion periods using stories not about the disadvantaged. All students were pre- and posttested on the California Test of Personality and the California Reading Test. Data showed that bibliotherapy neither produced a significant increase in students' self-acceptance scores, nor did it increase their reading scores.[27]

Fisher made an effort to improve fifth-grade pupils' attitudes toward Indians through the reading of six short stories about American Indians. Lasting for three weeks, the study featured a reading-discussion group, a reading group, and a control group. All were pre- and posttested on an attitudinal instrument constructed by Fisher. The reading-discussion group had positive change significantly greater than the reading group, while the reading group had significant change over the control group. No relationship was shown between reading achievement or IQ and attitudinal

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[27]Virginia Breazeale Ponder, "An Investigation of the Effects of Bibliotherapy and Teachers' Self-Others Acceptance on Pupils' Self-Acceptance and Reading Achievement Scores," Dissertation Abstracts, 24:2900-A-901-A, March, 1969.

change; boys appeared to have greater change than girls when in the reading-discussion group.[28]

In a somewhat similar study, Tauran attempted to find whether third-grade children's attitudes could be changed regarding Eskimos. He divided eight classes of students into experimental and control groups, using the Solomon design to prevent the influence of pretesting on four of the groups. The students first read favorable stories about Eskimos; later, they read unfavorable stories so that this effect might also be measured. The study showed that racial ideas of children can be influenced in either a positive or negative direction, depending upon the kinds of stories read.[29]

Lewis divided 216 sixth-grade students into four groups of fifty-four students each. Over a period of six weeks, one group read and discussed eleven short stories dealing with values, a second group only read the short stories, a third group, without reading, discussed values, and a fourth group served as a control. The Test of Values was administered to all groups before and after the experiment. Implications of the study were that reading has an impact on values, that it is important to select literature

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[28]Frank L. Fisher, "The Influences of Reading and Discussion on the Attitudes of Fifth Graders Toward American Indians," Dissertation Abstracts, 26:6442, May, 1966.

[29]Rouland Herman Tauran, "The Influences of Reading on the Attitudes of Third Graders Toward Eskimos," Dissertation Abstracts, 28:4394-A, May, 1968.

which offers children opportunities to identify with characters who represent desirable values, and that following reading, children can discuss their feelings regarding the values in the stories.[30]

Summary

In the above section, the opinions of selected writers were cited regarding the use of bibliotherapy in the public school classroom. Also, several recent doctoral studies were reviewed on the effect of bibliotherapy in changing values and attitudes of elementary school students.

Many of the writers gave cautionary statements on bibliotherapy. Some felt that: (1) the process would not be successful with students who read poorly, (2) it should only be used under a physician's direction, (3) normal classroom students are not sufficiently ill to require a form of therapy, and (4) it might discourage students from reading.

Of seven studies discussed on the effect of bibliotherapy, four reported significant results in building positive attitudes and values in those treated. In at least three of the studies, teachers read the stories orally to the students; in the same number, no discussion occurred following the reading. Only one study made provision for

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[30]Isabel Rogers Lewis, "Some Effects of the Reading and Discussion of Stories on Certain Values of Sixth-Grade Pupils," Dissertation Abstracts, 28:4513-A-514-A, May, 1968.

the possible influence of pretesting on attitudes by having utilized the Solomon Design. Not one study of the seven made long-term measurements of the possible lasting effects of bibliotherapy. Any reported significant attitudinal changes were only those obtained from posttesting immediately following the administration of bibliotherapy.

THE EFFECT OF INTEREST AND ATTITUDE ON READING COMPREHENSION

The literature which relates to the effect of interest and attitude on reading comprehension is discussed below under two headings. These sections deal with the following: (1) scholarly opinion regarding the value of interest and attitude on reading comprehension and (2) the effect of interest and attitude on reading comprehension.

Opinion on the Relationship of Interest and Attitude to Reading Comprehension

A number of writers have speculated on the importance of interest and attitude on reading comprehension. Fernald, for example, stated that "Final success in any remedial work in reading can be achieved only if it includes much reading in which interest in content is the pacer."[31]

Tinker and McCullough recommended that each new story or book which children read should be at a proper

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[31]Fernald, op. cit., p. 75.

level of difficulty so that the context will yield a maximum number of intelligible clues to the meaning of any new word. They believed that motivation comes through the use of interesting materials. For the child who comes into contact with new words in a variety of interesting contexts, success in reading is a strong possibility.[32]

Harris stated that two interest factors lead to gains in reading comprehension. These are: (1) to employ reading materials which are intrinsically capable of attracting and holding the readers' interest and (2) to use the materials that are available in ways which foster interest. He called it a mistake to limit materials to the interests which the students already express; rather, the teacher should attempt to introduce youngsters to stories and books known to have a wide appeal for many children.[33]

When teachers place great emphasis on reading skills such as phonics and word analysis, Barbe warned that they are liable to reduce the reading process to little more than a mechanical, rote accumulation of isolated skills which actually have little relationship to reading. Mastery of those skills must accompany the use of them while reading. He concluded, "Only by developing permanent interests in reading, along with the mastery of basic skills, can reading

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[32]Miles A. Tinker and Constance M. McCullough, Teaching Elementary Reading (3d ed.; New York: Appleton-Century-Crofts, 1968), p. 137.

[33]A. J. Harris, op. cit., p. 291.

instruction be said to be successful."[34]

Glasser stated that the only manner in which children can or should be encouraged to read is by providing them with interesting materials and removing the threat of failure. He stressed the value of the teacher's becoming involved with students, talking to them, and listening to what they have to say. Within such an accepting environment, according to him, involved students will naturally become motivated to feel success in reading.[35]

The Effect of Interest and Attitude on Reading Comprehension

Investigations have been made to determine the effect which interest and attitude have on students' reading comprehension.

Several years ago, Witty noted in a survey of 100 youngsters admitted to a university reading clinic that eighty-two percent lacked interest in reading. Forty-four percent of the students had an indifference to reading, and forty-three percent disliked reading. He observed that such attitudes may be reactions to difficulties in reading which the students had experienced. However, Witty felt that these attitudes might only be the forerunners of later

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[34]Walter B. Barbe, "Interests and the Teaching of Reading," Education, LXXXIII (April, 1963), 486-90.

[35]William Glasser, "An Approach to the Solution of Reading Difficulties," Claremont Reading Conference: Thirty-fourth Yearbook, ed. Malcolm P. Douglass (Claremont: The Claremont Reading Conference, 1970), pp. 47-53.

stress when the students found that their reading failure had far-reaching consequences.[36]

Johnson and Jacobson examined how the attitudes of 285 fourth, fifth, and sixth graders to certain thematic content were related to their comprehension of the reading selections. The subjects read nine stories. They then answered comprehension questions and filled out an attitude inventory. The results questioned the importance of considering attitudes as a means of improving comprehension.[37]

The effectiveness of using basic readers versus high-interest, low-vocabulary materials in improving pupils' reading achievement and attitude was investigated by Harris. She assigned twenty underachieving fourth, fifth, and sixth graders to a group using basic readers. Another twenty students used high-interest materials. After fifty-seven sessions, both groups had made significant progress in their reading achievement and in attitude toward reading, with no significant differences existing between the two groups.[38]

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[36]Paul Witty, "Interest and Success--The Antidote to Stress," Elementary English, XXXII (December, 1955), 509.

[37]Joseph C. Johnson, 2d, and Milton D. Jacobson, "Some Attitudinal and Comprehension Factors Operating in the Middle Grades," Educational and Psychological Measurement, XXVIII (Autumn, 1968), 825-32.

[38]Anna Shapiro Harris, "The Relationship Between Reading Progress and Materials Used in the Teaching of Reading to Retarded Readers in Grades IV, V and VI: A Comparison of the Effectiveness of Basic Readers Versus Published High-Interest, Low-Vocabulary Materials on Reading Achievement and Attitude," Dissertation Abstracts, 23:2008, December, 1962.

In a study designed to learn about the effects of changing children's attitudes toward reading, Healy divided 100 fifth-grade students into three groups. One of the groups was exploratory and flexible, with students choosing their reading materials according to interest. A second group utilized similar features of the first; pupils read to partners as well as within small, flexible groups. A third group read with students of their own ability level. At the end of the school year, testing revealed that the first two groups' growth in reading achievement was highly significant over the third group. The greatest change in favorable reading attitude was noted in the second group.[39]

A few years later, Healy made a longitudinal study of the subjects when they were in junior high school. Forty-four students were still available from the earlier experiment. She found that those who had read according to interest within a flexible grouping plan still maintained significant reading achievement gains over the control group of two years earlier.[40]

According to research conducted by Groff, correlations between attitudes toward content types of materials and reading test scores on these materials were at the sig-

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[39]Ann Kirtland Healy, "Changing Children's Attitudes Toward Reading," Elementary English, XL (March, 1963), 255-57, 279.

[40]Ann Kirtland Healy, "Effects of Changing Children's Attitudes Toward Reading," Elementary English, XLII (March, 1965), 269-72.

nificant level. Subjects in the study were 305 fifth and sixth graders.[41]

Shnayer divided 578 sixth-grade students into seven groups according to their reading achievement test scores. Each group read fifteen stories with readability scores two years higher than the mean reading ability for each group. Students rated the stories according to interest and answered comprehension questions on the stories. The investigator concluded that reading interest, as a factor of reading comprehension, was highly significant at the .001 level for the children with reading ability from two years below grade level to one year above grade level. Beyond that level, high ability was sufficient to maintain comprehension.[42]

Summary

Within the above two sections, opinions of writers as well as the results of research conducted on the effect of interest and attitude on reading comprehension were reviewed. All of the writers cited agreed that the factor of interest is highly important in encouraging students to

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[41]Patrick J. Groff, "Children's Attitudes Toward Reading and Their Critical Reading Abilities in Four Content-Type Materials," The Journal of Educational Research, LV (April, 1962), 313-17.

[42]Sidney W. Shnayer, "Relationships Between Reading Interest and Reading Comprehension," Reading and Realism, ed. J. Allen Figurel, Proceedings of the Twelfth Annual Convention, Vol. 13, Part 1, (Newark, N.J.: International Reading Association, 1969), pp. 698-702.

read. Most of the writers felt that the added motivation provided through the use of interesting materials would be followed by gains in students' reading comprehension.

Investigations into the effectiveness of interest and attitude on reading comprehension for elementary students were also discussed. Approximately one-half of the studies reported significant results when youngsters read high-interest materials and were then tested for reading comprehension. One longitudinal study reported significant results lasting over two years from a year's program emphasizing flexible grouping and reading materials which were geared to students' interests.

ELEMENTARY SCHOOL GROUP COUNSELING: ITS EFFECT ON UNDERACHIEVERS IN READING

The literature which relates to elementary school group counseling and its effect on students who are underachieving in reading is discussed below under three headings. These sections deal with: (1) elementary school group counseling guidelines, (2) the use of psychotherapy for underachieving readers, and (3) the effect of group counseling on underachieving readers.

Elementary School Group Counseling Guidelines

Several writers in the field of elementary school counseling have recommended procedural guidelines for the successful practice of group counseling with young students. The section below will cite specific recommendations for

such a counseling process.

According to Cohn, group counseling provides a climate for learning, wherein outcomes may be evidenced in cognitive, attitudinal, and/or behavioral changes. He described the accepting atmosphere as one in which students can safely try out new behaviors. The setting, he added, should encourage the youngsters to ventilate withheld feelings as well as to react to the expressed attitudes of their peers.[43]

In differentiating between group discussion and group counseling, Kinnick stated that problems are examined primarily from a cognitive approach in group discussion and from an affective approach in group counseling. He posited:

> . . . problems examined and solutions reached would be the sole responsibility of the group in group discussion--unlike group counseling, where similar problems may be examined but where each student . . . would decide how appropriate a solution would be from his own perceptual field.[44]

Regarding the distinction between group counseling and group therapy, Mahler believed that the severity of the participants' presenting problem is a determining factor. He identified those in need of therapy as persons with problems in excessive acting out, deep emotional distur-

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[43]Benjamin Cohn (ed.), Guidelines for Future Research on Group Counseling in the Public School Setting (Bedford Hills, N.Y.: Board of Cooperative Educational Services, 1964), pp. 6-9.

[44]Bernard E. Kinnick, "Group Discussion and Group Counseling Applied to Student Problem Solving," The School Counselor, XV (May, 1968), 354.

bance, and delinquency. Mahler felt that almost all pupils in typical schools are potential participants in group counseling, with the emphasis resting more on factors of socialization than on deep emotional disturbance.[45]

Cohn and others described the role of the counselor:

> . . . as one who is flexible, accepting, sensitive and empathetic, [sic] secure and consistent, with a great deal of faith in the ability of individuals to utilize their own resources in problem solving.[46]

However, when counseling children in the intermediate grades, Ohlsen saw the need for greater structure and more active counselor participation within the group than might be necessary for secondary or college students. He noted that limits in group counseling have to be defined so that youngsters can understand what is expected and how this differs from classroom behavior.[47]

The two phases of group counseling which often need the most counselor planning and anticipation, Clack felt, are: (1) how to stimulate personal involvement of the members and (2) how to maintain continuity in group interaction from session to session. He saw the need for a warm-up period at the beginning of each session which could help group members to establish a climate for effective

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[45]Clarence A. Mahler, "Group Counseling," Personnel and Guidance Journal, XLIX (April, 1971), 606.

[46]Benjamin Cohn and others, "Group Counseling: An Orientation," Personnel and Guidance Journal, XLII (December, 1963), 358.

[47]Merle M. Ohlsen, "Counseling Children in Groups," The School Counselor, XV (May, 1968), 343-49.

involvement.[48]

In securing members for a counseling group, Faust stated that a school does not need parental permission for students to participate if it operates on the premise that the counselor is a member of the educational team and that counseling is a learning situation itself, enhancing the larger learning process of the child in the curriculum.[49]

With reference to having both boys and girls of intermediate school age in the same counseling group, Mahler felt that students of that age generally prefer to interact on a same-sex basis.[50]

Several writers have commented on the optimum number of elementary children who can effectively relate in a counseling group. Mayer and Baker, Combs, and Faust have all agreed that a group of four to six members seems to afford children a better opportunity to interact with their peers and to set and enforce limits.[51]

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[48]Ronald J. Clack, "Encouraging Participation in Group Counseling," The School Counselor, XVIII (March, 1971), 286-87.

[49]Verne Faust, The Counselor-Consultant in the Elementary School (Boston: Houghton Mifflin Company, 1968), p. 152.

[50]Clarence A. Mahler, Group Counseling in the Schools (Boston: Houghton Mifflin Company, 1969), pp. 206-07.

[51]G. Roy Mayer and Paul Baker, "Group Counseling with Elementary School Children: A Look at Group Size," Elementary School Guidance and Counseling, I (March, 1967), 141; Charles F. Combs and others, "Group Counseling: Applying the Technique," The School Counselor, XI (October, 1963), 13; Faust, op. cit., pp. 145-46.

Elementary school group counseling sessions should range from thirty-five to forty-five minutes in length, according to Combs. He felt that sessions which last only thirty minutes do not allow a group to approach and develop a topic, while those longer than forty-five minutes might bore students.[52]

Ohlsen recommended that a minimum of two group counseling meetings should be held weekly if students at the elementary level are to receive benefit from counseling.[53]

The total number of counseling sessions necessary to assist youngsters in overcoming problems of academic underachievement was estimated by Mahler to exceed five, ten, or even fifteen, since progress with such a difficulty is often gradual.[54] Zimpfer, however, noted that extending the duration of counseling beyond fifteen or more sessions with the same participants is possibly impractical and unrealistic. He suggested that if counseling needs a longer time to prove its effectiveness, then perhaps it should set more immediate goals capable of being achieved within the limited span of fifteen meetings.[55]

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[52]Combs and others, op. cit., p. 14.

[53]Merle M. Ohlsen, Group Counseling (New York: Holt, Rinehart and Winston, Inc., 1970), p. 231.

[54]Mahler, "Group Counseling," op. cit., p. 605.

[55]David G. Zimpfer, "Some Conceptual and Research Probmems in Group Counseling," The School Counselor, XV (May, 1968), 330.

The Use of Psychotherapy for Underachieving Readers

According to Harris, during a twenty-year period from 1935 until 1955, psychoanalysts and clinical psychologists often explained reading disability as a symptom of emotional disturbance and suggested psychotherapy as a preferred method of treatment. Agreeing with the belief that many children with reading problems have emotional symptoms and problems, Harris argued, however, that it is often very difficult to determine whether the emotional signs are the cause or the result of the poor reading. For this reason, he stated that psychotherapy is an adequate method of treatment in only a small number of cases.[56]

Axline was one of the earliest psychologists to experiment with the effectiveness of nondirective therapy for underachieving readers. Working with a group of thirty-seven second-grade students, her techniques included giving the children the permissive use of many expressive play materials. They could also voluntarily attend reading groups. After three and one-half months of therapy, the youngsters were tested. Axline concluded that her therapeutic approach ". . . might be helpful in solving certain 'reading problems.'"[57]

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[56] A. J. Harris, op. cit., p. 16.

[57] Virginia Mae Axline, "Nondirective Therapy for Poor Readers," Journal of Consulting Psychology, XI (March-April, 1947), 61-69.

Following Axline's study, Bills conducted an experiment with eight third-grade children who were also underachieving in reading. The first thirty days of the study were considered as a control period. During the second period of thirty days, the youngsters received an average of six individual therapeutic play sessions and three group sessions. Each lasted for forty-five minutes. A third period of thirty days was used as another control period to measure gains which followed immediately after therapy. The posttesting revealed that the eight had improved in their reading achievement during the second period with a significance at the .001 level. Gains remained at the significant level at the end of the third period.[58]

Fisher ran group therapy sessions for six boys who were underachieving in reading by three years. He held one meeting a week for six months. The boys also participated in a remedial reading program. They showed a 39.4 percent greater improvement in reading than another six boys who only received remedial reading instruction.[59]

In another study, Seeman and Edwards selected thirty-eight fifth and sixth graders who were experiencing reading difficulties. One-half of the group received daily

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[58]Robert E. Bills, "Nondirective Play Therapy with Retarded Readers," Journal of Consulting Psychology, XIV (April, 1950), 140-49.

[59]Bernard Fisher, "Group Therapy with Retarded Readers," Journal of Educational Psychology, XLIV (October, 1953), 354-60.

thirty-minute therapy sessions in groups of four to seven. Students could use the time as they wished in playing games, talking, reading, or just sitting. After sixty-seven sessions extending over a four-month period, posttesting showed that the experimental group had highly significant gains in reading over the control group on the Gates Reading Survey. However, those receiving therapy had a loss approaching the level of significance in adjustment scores on the Rogers Personality Test.[60]

Three times weekly for four months, Lipton and Finer administered hour-long psychotherapy sessions to nine fourth-grade students who were underachieving in reading. Tested on an informal reading inventory at the end of the study, the participants had made "quite significant" improvement in their reading.[61]

The Effect of Group Counseling on Underachieving Readers

In 1968, Gazda and Larsen conducted a comprehensive review of group counseling studies which had been reported up to that date. They found that only about five percent had been made on kindergarten and elementary school children. The purposes of those studies were usually stated in

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[60]Julius Seeman and Benner Edwards, "A Therapeutic Approach to Reading Difficulties," Journal of Consulting Psychology, XVIII (December, 1954), 451-53.

[61]Aaron Lipton and Arthur H. Feiner, "Group Therapy and Remedial Reading," Journal of Educational Psychology, XLVII (October, 1956), 330-34.

general terms of assisting underachievers, social isolates, or slow learners. They also reported that the average number in studies who received experimental group counseling averaged twenty-seven students.[62]

However, according to Cohn, a variety of problems make it difficult to conduct research in group counseling. If a study is to include several counselors, he stated, few of them are likely to define the counseling process in a similar manner. He noted that another obstacle in conducting counseling research is that of acquiring sufficient numbers of clients of specified types with which to work.[63]

Crider made one of few group counseling studies at the elementary school level with the specific purpose of helping underachieving students in reading. She divided eighteen subjects into two groups, one experimental and one control. For twelve weeks, the experimental group attended thirty-minute group activities three times a week. In addition, they participated in their regular school classes. Both groups were pre- and posttested on the Gates Reading Survey, with students in the treatment group scoring over one grade level higher than the control group, a difference significant at the .01 level. A similar highly significant

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[62]George M. Gazda and Mary Juhan Larsen, "A Comprehensive Appraisal of Group and Multiple Counseling Research," Journal of Research and Development in Education, I (Winter, 1968), 59.

[63]Cohn, Guidelines for Future Research on Group Counseling in the Public School Setting, op. cit., p. 34.

difference separated the two groups of fourth graders on the California Test of Personality.[64]

Another investigation, by Winkler and others, included a population of 108 fourth-grade students. The subjects were defined as underachieving by having a marked discrepancy between their Wechsler Intelligence Scale for Children Verbal Scale scores and their grade-point averages. Six counselors were assigned to five treatment groups, including: (1) individual counseling, (2) group counseling, (3) reading instruction using the Science Research Associates Reading Laboratory 11-a Power Builders, (4) a group which listened to stories and records, and (5) a control group. The study lasted eleven weeks, with each group participating in fourteen, thirty-minute sessions. The effects of the individual treatment groups were considered in terms of changes subjects had made in grade-point averages and on the California Test of Personality. None of the group procedures produced a significant change on those scales. The researchers concluded that underachievement must be defined, treated, and measured in more specific ways than under such a single, global term.[65]

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[64]Mildred Murray Crider, "A Study of the Effectiveness of Group Guidance upon Personality Conflict and Reading Retardation," Dissertation Abstracts, 26:4438, February, 1966.

[65]Ronald C. Winkler and others, "The Effects of Selected Counseling and Remedial Techniques on Underachieving Elementary Students," Journal of Counseling Psychology, XII (Winter, 1965), 384-87.

Recently, McClain completed a study exploring the effects of group counseling upon the self-concept and reading achievement of fifth-grade students who were reading at least a grade level below expectancy. Thirty students received group counseling twice weekly for twelve weeks in groups of five to nine members. A similar control group was given no special attention. The investigator concluded from posttest scores that educational group counseling had helped some individuals improve their self-concepts and that it also had a positive statistically significant effect upon comprehension reading performance. No such changes were observed in vocabulary scores, however. McClain did not use any reading materials within the counseling groups. His measuring instruments included the California Test of Personality, the New Developmental Reading Tests for the Intermediate Grades, and the How I See Myself Scale.[66]

Summary

Guidelines for the practice of group counseling in the elementary school were discussed in the above section. A review of studies from 1935 until 1955 using psychotherapy and clinical psychology to assist students having reading problems was also made. Remedial reading programs during that period were based primarily upon the assumption that

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[66]Alan Dayl McClain, "The Effects of Group Counseling upon the Self-Concepts of Disabled Readers at the Elementary School Level," Dissertation Abstracts, 31:5770-A, May, 1971.

reading disability is a symptom of emotional disturbance and should be treated as such. Although the five studies cited which utilized forms of therapy in treating cases of reading disability reported significant improvement in the subjects' reading, three of the studies averaged only nine participants. Research designs were generally primitive, with only two studies utilizing separate control groups.

Three elementary group counseling studies were also reviewed. Two of the studies whose specific aim was to assist underachieving students in reading produced positive significant change both in the participants' reading achievement as well as in their self-concept.

SUMMARY

The second chapter of this report reviewed the research and literature pertaining to the study in four specific areas: (1) reading and the self-concept, (2) the effect of bibliotherapy in changing values and attitudes, (3) the effect of interest and attitudes on reading comprehension, and (4) elementary school group counseling and its effect on underachievers in reading.

Regarding reading and the self-concept, the investigator concluded from his review of the literature and research that a correlation between the two does exist and that at least within a clinical setting, students receiving remedial reading can improve their self-concept.

Although a number of writers have cautioned against

the use of bibliotherapy in a school situation, several doctoral dissertations written within the past decade have investigated the effect of the practice, with four reporting significant results in building positive attitudes and values in those students receiving bibliotherapy. None of the studies measured the lasting effects of bibliotherapy by conducting long-term posttest measures.

Writers have quite universally agreed on the positive relationship between interest and attitude on reading comprehension. However, only one-half of the studies which were cited reported significant results when youngsters read high-interest materials and were then tested for reading comprehension.

A review of opinion relating to guidelines for practicing group counseling in the elementary school was followed by a presentation of: (1) studies using psychotherapy and clinical psychology in the treatment of reading disability between 1935 and 1955 and (2) more recent group counseling studies and their effect on underachieving readers. Although forms of therapy were often reported to have been successful in helping these readers, the studies of twenty years ago tended to lack sufficient numbers and control groups. Two recent elementary school group counseling studies having the specific goal of assisting underachieving readers reported positive significant change both in participants' reading achievement as well as in their self-concepts.

The investigator concluded from his review of the related literature and research that an experimental study using award-winning children's trade books within a group counseling situation, bibliocounseling, would make a useful contribution toward showing the effects of such procedures on elementary school students who were underachieving in reading by: (1) improving their attitude toward reading, (2) raising their reading self-concepts, and (3) improving their reading comprehension and vocabulary scores.

The research design and the procedure used in the present study will be presented in Chapter 3.

Chapter 3

THE DESIGN AND PROCEDURE OF THE STUDY

The design and procedure of the study, briefly outlined in Chapter 1, will be presented below in a detailed format under sections dealing with the following: (1) the setting of the study, (2) identification of the population, (3) research design and testing instruments, (4) bibliocounseling procedure, (5) hypotheses, (6) statistical procedure, and (7) summary.

SETTING OF THE STUDY

The setting of the study was in the Stockton Unified School District, Stockton, California. The city is the center of a metropolitan area with more than 150,000 population and is located near the geographical center of the state, eighty miles east of San Francisco. Stockton is the seat of government for San Joaquin County, a rich agricultural region.

The investigator initially presented his study proposal to Mr. James L. Shannon, Director of Research, Stockton Unified School District. After securing verbal permission for the study from Mr. Jeff West, District Superintendent of Elementary Education, Mr. Shannon contacted a sample of three elementary principals to obtain their

reactions to the study proposal. The three principals gave their approval for the study and each offered to permit his school to participate, should it be selected.

To determine the elementary schools within the district whose students would be included in the study, the investigator considered those which had: (1) contiguous attendance boundaries, (2) similar racial composition, and (3) similar median income of residents in the schools' respective attendance areas. Any E.S.E.A. Title I schools were omitted from the study because their enriched programs might have had a confounding effect on the experimental group bibliocounseling treatment.

Attendance Areas

The seven elementary schools with contiguous attendance areas selected for the study were located in the northern suburban area of the district. They had a combined enrollment from kindergarten through sixth grade of 4,807, compared with a total district elementary school population of 18,401 students attending thirty-three schools.[1]

Racial Composition

Students attending the seven elementary schools were from 79.1 to 86.8 percent Caucasian. Those with Spanish surnames comprised between 6.0 and 12.0 percent of the student populations; Negroes, between 0.5 and 3.7 percent;

[1] "Racial and Ethnic Report," (Stockton, Ca.: Stockton Unified School District, October 21, 1970), p. 1.

and Orientals, between 1.8 and 5.3 percent. These percentages could be compared with an overall district elementary school racial and ethnic distribution that was 55.58 percent Caucasian, 23.34 percent Spanish surnamed, 14.22 percent Negro, and 2.96 percent Oriental.[2]

Median Income

Other demographic data concerning the seven schools included that of median income of residents living within the schools' attendance areas. Median incomes ranged from $7,455. to $7,969. per year.[3]

IDENTIFICATION OF THE POPULATION

From the student populations of the seven elementary schools, the investigator delimited a more specific group which was to participate in the study. Delimitations included: (1) schools, (2) grade level, (3) sex and race, and (4) underachievers in reading.

Selection of Schools

By the use of a table of random numbers, two schools were chosen from the original seven for the study. School A was large, with an enrollment of 1,049 students. School B had 606 students.

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[2]Ibid.

[3]"1960 Census Data," (Stockton, Ca.: Stockton Unified School District, n.d.), n.p.

Selection of Grade Level

The investigator chose fourth grade as the level of students who were to participate in the study. He made this selection because extensive work in reading programs in many California schools had already been conducted in grades one, two, and three as a part of the Miller-Unruh Reading Act of 1965.

The fourth-grade level was also selected because few studies in group counseling had been made in the lower intermediate elementary school.[4] Students at this age, according to Piaget, have lost much of their thought ego-centrism, and their habits of social thought should be in the process of formation.[5] As a result, fourth graders should be able to share their feelings within a group setting.

Selection of Sex and Race

Subjects in the study were delimited to male Caucasian students. Males were chosen because investigations conducted by Stanchfield as well as by Silberberg and Feldt have shown that at least seventy-five percent of elementary school students experiencing reading difficulties

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[4]George E. Hill and Eleanore Braun Luckey, Guidance for Children in Elementary Schools (New York: Appleton-Century-Crofts, 1969), p. 256.

[5]Jean Piaget, The Language and Thought of the Child, trans. Marjorie Gabain (Cleveland: Meridian Books, 1955), pp. 140-41.

are boys.[6]

Only Caucasian students participated in order to minimumize the possibility of adding uncontrolled variables to the research design.

Selection of Underachievers in Reading

Third-grade students at the two schools had taken the Lorge-Thorndike Intelligence Test, Form B, Level 2, during the mid-point of the 1969-1970 school year. As mandated by the State Education Code, these students also had been administered the Word Meaning and Paragraph Meaning subtests of the Stanford Achievement Test, Primary II, Form X, in May, 1970.[7] Subtest results of the latter test had been merged into a composite reading grade equivalency score.

The researcher selected the students who were underachieving in reading by determining those whose reading grade equivalency scores on the Stanford Achievement Test fell two or more stanines below their Lorge-Thorndike Intelligence Test scores.

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[6]Jo M. Stanchfield, "Differences in Learning Patterns of Boys and Girls," Claremont Reading Conference: Thirty-second Yearbook, ed. Malcolm P. Douglass (Claremont, Ca.: Claremont University Center, 1968), p. 218; Norman Silberberg and Leonard S. Feldt, "Intellectual and Perceptual Correlates of Reading Disabilities," Journal of School Psychology, VI (Summer, 1968), 238-39.

[7]Research Office, Stockton Unified School District, "Report on the State Testing Results for the 1969-70 School Year," (Stockton, Ca.: Stockton Unified School District, November 24, 1970), pp. 1-8.

The list of fourth-grade Caucasian boys designated as underachieving in reading was presented to the principals of Schools A and B for the purpose of determining how many of the students were presently attending the schools and were not involved in special programs such as classes for the Educationally Handicapped. Twenty-four boys from each school met the above delimitations of the study.

RESEARCH DESIGN AND TESTING INSTRUMENTS

The Research Design

Forty-eight male Caucasian fourth-grade students who were underachieving in reading were randomly assigned to a Solomon Four-Group Design. According to its author, the research design was especially recommended for experiments on induced attitudes and the effects of controlled experience on responses, skills, and performances already existing in the subjects' behavior repertoire.[8] Campbell described the design as being the "new ideal" for social scientists, enabling them to control and measure both the main and interaction effects of a composite of maturation and history.[9]

The Solomon Four-Group Design consists of four

[8]Richard L. Solomon, "An Extension of the Control Group Design," Psychological Bulletin, XLVI (March, 1949), 137-50.

[9]Donald T. Campbell, "Factors Relevant to the Validity of Experiments in Social Settings," Psychological Bulletin, LIV (July, 1957), 303-04.

groups to which members are randomly assigned. An experimental group receives pretesting, the experimental treatment, and posttesting. One control group receives both pretesting and posttesting, but no experimental treatment. A second control group receives both the experimental treatment and posttesting, but no pretesting. A third control group receives neither pretesting nor the experimental treatment; however, it does receive posttesting. The design is diagrammed below:

R	O_1	X	O_2	Experimental Group
R	O_3		O_4	Control Group 1
R		X	O_5	Control Group 2
R			O_6	Control Group 3

Figure 1

Solomon Four-Group Design. R = Random Assignment of Intact Groups to Treatments; O_1 and O_3 = Pretest Scores; X = Experimental Variables; O_2, O_4, O_5, and O_6 = Posttest Scores.

Regarding the Solomon Four-Group Design, Campbell and Stanley stated that by paralleling the experimental and control groups receiving pretesting with experimental and control groups not receiving pretesting, both the main effects of testing and of the treatment are determinable.[10]

[10]Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research (Chicago: Rand McNally & Company, 1963), pp. 24-25.

Extension of the Research Design

The investigator chose to augment the Solomon Four-Group Design by following the posttesting of all four groups with long-term posttesting of the groups six months after the experimental treatment, a procedure recommended by Cohn. According to him, the purpose of the long-term posttesting was to determine whether or not gains made through the experimental treatment maintained themselves over a period of time, or even appeared for the first time, considerably after the end of the treatment.[11]

Group Assignment to the Research Design

Twenty-four boys at each of the two schools were randomly assigned to two groups of twelve by means of a table of random numbers. Three analyses of variance were then conducted, revealing that the four groups of twelve students did not differ significantly in IQ, third-grade reading score grade equivalency, or stanine spread between IQ and third-grade reading score grade equivalency.[12]

Each of the four groups of twelve students was then assigned to one of four positions in the Solomon Four-Group Design by means of a table of random numbers. At School A,

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[11] Benjamin Cohn (ed.), Guidelines for Future Research on Group Counseling in the Public School Setting (Bedford Hills, N.Y.: Board of Cooperative Educational Services, 1964), p. 39.

[12] Cf. infra, Appendix A, pp. 127-28.

one group was assigned to the Experimental Group; the second group was assigned to Control Group One. At School B, the two groups of twelve students were assigned to Control Groups Two and Three.

Testing Instruments

The testing instruments used in the study to measure subjects' reading comprehension and vocabulary included those respective subtests from the Gates-MacGinitie Reading Tests, Survey D, Forms 1, 2, and 3, for grades four through six.[13]

According to the Technical Manual for the Gates-MacGinitie Reading Tests, Survey D for grade four had an alternate form reliability of .85 and a split-half reliability of .88 in the Vocabulary subtest. In Comprehension, the test had an alternate form reliability of .83 and a split-half reliability of .94.[14]

No mention of validity was made in the Technical Manual, and apparently no attempt was made to organize data for specific use as validity. However, according to Powell, construct validity was suggested through the test's correlation between scores of pupils in grades four and above

[13]Arthur I. Gates and Walter H. MacGinitie, Gates-MacGinitie Reading Tests, Survey D, Forms 1, 2, and 3 (New York: Teachers College Press, Teachers College, Columbia University, 1964).

[14]Arthur I. Gates and Walter H. MacGinitie, Technical Manual for the Gates-MacGinitie Reading Tests, Survey D, Forms 1, 2, and 3 (New York: Teachers College Press, Teachers College, Columbia University, 1965), pp. 3, 8.

with scores on the Lorge-Thorndike Intelligence Tests.[15] Such a correlation was listed in the Technical Manual as being .60 for both the Vocabulary and the Comprehension subtests.[16]

The San Diego County Inventory of Reading Attitude was selected by the investigator to measure participants' attitude toward reading.[17] The inventory, standardized on 381 students in grades one to three and 376 students in grades four to six, was reported to have a reliability of .89. To establish a validity indicator for the inventory, its authors had twenty-four teachers select their three students with the best attitude toward reading and their three students with the poorest attitude toward reading. A difference beyond the .01 level of significance was found between these two groups' scores on the inventory.[18]

The investigator's "Reading Self-Concept Inventory" adaptation of the Self-Concept and Motivation Inventory (SCAMIN) consisted of eleven of the original forty-eight

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[15]William R. Powell, "Gates-MacGinitie Reading Tests," Journal of Educational Measurement, VI (Summer, 1969), 115.

[16]Gates and MacGinitie, Technical Manual, p. 8.

[17]San Diego County Department of Education, San Diego County Inventory of Reading Attitude, in An Inventory of Reading Attitude, Monograph 4 of Improving Reading Instruction (San Diego County Department of Education, 1961), pp. 15-16. Cf. infra, Appendix C, pp. 162-63.

[18]San Diego County Department of Education, An Inventory of Reading Attitude, pp. 8-9.

test items which dealt specifically with reading.[19] Students were administered the entire SCAMIN. Test items 1, 3, 13, 15, 16, 17, 27, 29, 34, 38, and 47 were then scored, to measure participants' reading self-concept. The authors of the SCAMIN reported a reliability coefficient of .83 for its Later Elementary Form for grades three through six. No information was provided regarding the inventory's validity.[20] A reliability coefficient of .79 was found to exist when the investigator's adaptation of the SCAMIN was administered twice within one week to seventy-five third, fourth, and fifth grade students in the Old Adobe Union School District, Petaluma, California.

BIBLIOCOUNSELING PROCEDURE

The bibliocounseling procedure used in the study is discussed below under the following headings: (1) pretesting procedures, (2) selection of reading materials, (3) counselor and school facilities, (4) the bibliocounseling process, (5) nontreatment groups, and (6) posttesting procedures.

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[19]George A. Farrah, Norman J. Milchus, and William Reitz, The Self-Concept and Motivation Inventory: What Face Would You Wear?, Later Elementary Form, Manual of Directions (Dearborn Heights, Mich.: George A. Farrah, Norman J. Milchus, and William Reitz, 1968), pp. 3-4. Cf. infra, Appendix C, pp. 164-72.

[20]George A. Farrah, Norman J. Milchus, and William Reitz, "Current Price List for the Self-Concept and Motivation Inventory (SCAMIN)," (Dearborn Heights, Mich.: Person-O-Metrics, 1969), n.p.

Pretesting Procedures

During the week of March 1, 1971, the investigator administered the pretesting instruments to the twenty-four students at School A, all of whom were in either the Experimental Group or Control Group One. The school's principal arranged with six fourth-grade teachers to have the participating students dismissed from their respective classrooms for the pretest administration. For the teachers' convenience, both Experimental Group and Control Group One boys who happened to be in the same classrooms were tested within the same group.

The students received their pretesting in groups no larger than nine at one time, beginning at 11:00 a.m. and at 1:30 p.m. The Vocabulary and Comprehension subtests of the Gates-MacGinitie Reading Tests were administered during the first two school days of the week. On the second two days, both the San Diego County Inventory of Reading Attitide and the complete Later Elementary Form of the SCAMIN were administered, again in groups no larger than nine. Students who had been absent were tested on the fifth day.

Selection of Reading Materials

Reading materials for the bibliocounseling sessions were selected from children's trade books which had received awards or recognition for their excellence and had been mentioned in at least one of the following: (1) Children's Books: Awards & Prizes and/or (2) Notable Children's Books

1940-1959. Two reading specialists from the Stockton Unified School District and three librarians assisted the investigator in selecting book titles for group bibliocounseling from the above lists. The city's major daily newspaper was also included in the reading list because students have been found to spend more time with it than in the voluntary reading of books and magazines.[22]

Frank has noted that frequently award-winning trade books for children are not popular with young readers.[23] However, Huck and Kuhn have responded to such a criticism by pointing out that most awards are not intended simply to meet but to raise the literary tastes of children.[24]

Considering the suggestions given by Howes and Austin for choosing books to interest boys, the investigator limited his selections to stories featuring the following: (1) a young male protagonist and/or (2) a theme of adven-

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[21]Children's Book Council, Children's Books: Awards & Prizes (New York: Children's Book Council, 1969); Book Evaluation Committee, Notable Children's Books 1940-1959 (Chicago: American Library Association, 1966). Cf. infra, Appendix B, pp. 130-31 for a list of the children's trade books used and the awards or recognition which they have received.

[22]George W. Norvell, "The Challenge of Periodicals in Education," Elementary English, XLIII (April, 1966), 406.

[23]Josette Frank, Your Child's Reading Today (Garden City, N.Y.: Doubleday & Company, Inc., 1969), pp. 32-33.

[24]Charlotte S. Huck and Doris Young Kuhn, Children's Literature in the Elementary School (2d ed.; New York: Holt, Rinehart and Winston, Inc., 1968), p. 21.

ture, humor, or sports.[25] In addition, short books were chosen for the group bibliocounseling sessions because of Bliesmer's observation that students feel a satisfaction in being able to complete the reading of an entire book.[26]

The Counselor and School Facilities

The counselor. The investigator conducted the group bibliocounseling sessions. He holds a Standard Designated Services Credential with a specialization in counseling. He had previous experience in counseling groups of elementary school youngsters as well as in tutoring reading. For eight years, he taught English to students in grades eight through eleven in the public schools.

The school facilities. At School A, a room which had been designed and constructed for the purposes of group counseling was used for the group bibliocounseling sessions. At School B, two rooms were used; one, occupied in morning sessions, was located near the rear of the school cafeteria. It was ten feet square. The second room, used during after-

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[25] Virgil M. Howes, "Children's Interests--A Keynote for Teaching Reading," Education, LXXXIII (April, 1963) 492; David E. Austin, Velma B. Clark, and Gladys W. Fitchett, Reading Rights for Boys: Sex Role in Language Experience (New York: Appleton-Century-Crofts, 1971), pp. 57-63.

[26] Emery P. Bliesmer, "Classroom Methods for Developing Interests: In Grades Four Through Six," Developing Permanent Interest in Reading, ed. Helen M. Robinson, Supplementary Educational Monographs, No. 84 (Chicago: The University of Chicago Press, 1956), pp. 124-25.

noon sessions, was the same size and was occupied in the mornings by classes for the Educationally Handicapped.

The Group Bibliocounseling Process

Assignment of groups. By the use of a table of random numbers, the investigator randomly assigned the twelve students in the Experimental Group at School A to two subgroups of six. This was done to increase the interaction among boys in the bibliocounseling groups. With the toss of a coin, one of the subgroups was randomly assigned to morning sessions beginning at 11:00 a.m.; the other, to afternoon sessions beginning at 1:30 p.m. At School B, the investigator similarly divided the twelve members of Control Group Two into two subgroups and assigned them to either 11:00 a.m. or 1:00 p.m. sessions. Meetings occurred at the above times so that the students would not miss their regular language arts and mathematics classes. Subgroups at School A met twice weekly on Mondays and Wednesdays; at School B, meetings took place on Tuesdays and Thursdays. Each subgroup attended a total of twenty group bibliocounseling sessions between March 8 and May 20, 1971.

Attendance arrangements. The principal of each school arranged with the participating students' teachers to excuse the boys from class "so that they could receive counseling and help in reading." No teacher was alerted to the fact that her students were participating in a study. At

regularly scheduled parent conferences, teachers informed parents that their sons were attending special reading and counseling groups. The counselor did not meet with any of the youngsters' parents. However, when the opportunity arose, he discussed the progress of some of the students with their teachers.

The first session. At the first group bibliocounseling session for each of the four subgroups, the counselor introduced himself to the students and informed them that they had been chosen from their peers to attend meetings twice a week for the purposes of: (1) becoming acquainted with award-winning children's books and (2) improving their reading. They were not informed, however, that they had been identified as underachieving in reading. The boys were asked whether or not they would like to participate. Each indicated his willingness to attend regularly.

Seating arrangement. Students sat in a close circle with the counselor. In each of the groups at least one member gave evidence of hyperactivity. The counselor asked these students to sit next to him and read from the same book. Two students, one from each of the two schools, occasionally disrupted the group activities. They were given a choice of either leaving the group or cooperating. In each instance, the students chose to remain in the group.

Book procurement. For each group bibliocounseling meeting, the counselor brought at least six copies of the

trade book which was to be read so that each boy would have his own book. Frequently, the members of the groups became so interested in the books that they begged to take them home with them or to show their teachers. For this reason, books were purposely borrowed from school and city libraries so that the students could become aware that interesting books were easily accessible and available for them to read.

Reading activities. Group bibliocounseling sessions opened with the counselor's introducing the book to be read and the awards which it had received. After the introduction, the students always appeared eager to begin reading. For approximately twenty minutes, or nearly one-half of each session, the members took turns reading orally from the books. Better readers usually volunteered to help slower readers with new or difficult words introduced in the stories. As all of the selected books had illustrations, the counselor often referred to them as a means of keeping the boys' attention on the action and on the feelings of the story characters. Occasionally, when asked, the counselor read aloud to help speed the reading tempo.

Bibliocounseling technique. The bibliocounseling technique was primarily an adapted form of a method recommended by Crosby.[27] During and following the reading of

[27]Muriel Crosby, (ed.), Reading Ladders for Human Relations (4th ed.; Washington, D.C.: American Council on Education, 1963), pp. 18-19. Cf. infra, Appendix B, pp. 132-60, for outlines of each of the twenty sessions.

stories, students centered their efforts on: (1) retelling what had occurred, (2) probing into a specific character's feelings, (3) identifying similar incidents from their own lives or from other stories, (4) exploring the consequences of certain behaviors or feelings, and (5) coming to personal conclusions about the consequences of certain behaviors or feelings.

Nontreatment Groups

The forty-eight students participating in the study came from ten different fourth-grade classrooms at Schools A and B. Boys in Control Groups One and Three did not attend any of the bibliocounseling sessions. However, they regularly received the reading instruction given them in their language arts classes along with the Experimental Group and Control Group Two members. Control Group One received the "treatment" of pretesting; Control Group Three participants were not involved until the immediate post-testing phase of the study.

Posttesting Procedures

Immediate posttesting. During the two weeks immediately following the conclusion of the group bibliocounseling treatment, the investigator administered the three testing instruments to all forty-eight students assigned to the Solomon Four-Group Design. However, Form 2 of the Gates-MacGinitie Reading Tests, Survey D, was substituted for Form 1. Posttesting procedures were otherwise similar

to those taken in pretesting. The investigator followed the schedule used during the treatment phase of the study by testing at School A on Mondays and Wednesdays and at School B on Tuesdays and Thursdays.

Long-term posttesting. Long-term posttesting was administered by the investigator six months following the conclusion of the group bibliocounseling treatment. During the week of November 15, 1971, the three testing instruments were again used except that Form 3 of the Gates-MacGinitie Reading Tests, Survey D, was substituted for Forms 1 and 2. Testing procedures were similar to those used during the pre- and immediate posttesting administrations. In the six-month interval between posttestings, the Experimental Group lost four members, Control Groups One and Three each lost two members, and Control Group Two lost three members.

Unobtrusive measures. Although the original plan for the study did not provide for unobtrusive measures, the investigator observed positive factors to be operating outside the group bibliocounseling sessions. These included the following: (1) at eight of the sessions, students brought along books which they had either purchased or had borrowed from the city library, (2) on three occasions while visiting the city library, he saw students selecting books, (3) as students were leaving six biblio-counseling sessions, he overheard them discussing means of transportation which they might take to the city library,

(4) during an immediate posttesting administration, one of the most hyperactive and slowest readers ran to him to tell about how much he had enjoyed a story which the group had read nine weeks earlier, The Matchlock Gun, (5) at the long-term posttesting, ten of the subjects asked him to come back to their school "so that we can meet and talk again."

HYPOTHESES

The hypotheses, stated in null form, which the study determined either to accept or to reject included:

Hypothesis 1. Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in immediate posttesting on the Comprehension subtest of the Gates-MacGinitie Reading Tests, Survey D, than similar boys who only attend language arts classes.

Hypothesis 2. Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in six-month long-term posttesting on the Comprehension subtest of the Gates-MacGinitie Reading Tests, Survey D, than similar boys who only attend language arts classes.

Hypothesis 3. Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in immediate posttesting on the Vocabulary subtest of the Gates-MacGinitie Reading Tests, Survey D, than similar boys who only attend language arts classes.

Hypothesis 4. Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in six-month long-term posttesting on the Vocabulary

subtest of the Gates-MacGinitie Reading Tests, Survey D, than similar boys who only attend language arts classes.

Hypothesis 5. Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in immediate posttesting on the San Diego County Inventory of Reading Attitude than similar boys who only attend language arts classes.

Hypothesis 6. Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in six-month long-term posttesting on the San Diego County Inventory of Reading Attitude than similar boys who only attend language arts classes.

Hypothesis 7. Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in immediate posttesting on the "Reading Self-Concept Inventory" adaptation of the SCAMIN than similar boys who only attend language arts classes.

Hypothesis 8. Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in six-month long-term posttesting on the "Reading Self-Concept Inventory" adaptation of the SCAMIN than similar boys who only attend language arts classes.

STATISTICAL PROCEDURES

After all of the subjects had been randomly assigned to the Solomon Four-Group Design, three one-way analyses of variance were computed to determine whether any significant differences existed among the groups regarding IQ, reading grade equivalency scores, or stanine spread between IQ and reading grade equivalency scores. Although no significant

differences were found among the groups, variations nevertheless were present.[28] These could have influenced the subjects' rate of measured gain in the immediate and long-term posttesting periods.

With the above consideration, the investigator chose to apply multiple two-way analyses of covariance in comparing subjects who had received pretesting with those who had not been pretested and subjects who had received the group bibliocounseling treatment with those who had not received the treatment variable. Subjects' immediate and long-term posttest scores on the three testing instruments were the dependent variables, with the covariates being third-grade Lorge-Thorndike Intelligence Test scores and composite grade equivalency scores, also received during the third grade, on the Word Meaning and Paragraph Meaning subtests of the Stanford Achievement Test.

All of the above test scores were typed into the terminal at the University of the Pacific to an IBM 360 Model 67 computer located at Stanford University for the statistical analyses.[29] The computer analyzed the data for eight dependent variables obtained in both immediate and in long-term posttesting. Data were reported from the computer analyses in the following manner: (1) means and standard deviations and (2) eight separate analyses of covariance.

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[28] Cf. infra, pp. 127-28.

[29] Cf. infra, pp. 123-26 for subjects' raw scores.

Data components for the analyses of covariance included: (1) the within cells sum of squares and mean squares, (2) the regression effect, (3) the treatment variability, (4) the pretest variability, and (5) the interaction effect. The F values and the probability of the regression effect, the treatment variability, the pretest variability, and the interaction effect were also reported.

The .05 level of statistical significance was required for the rejection of the null hypotheses. Although the direction of the difference was expected to favor groups exposed to the group bibliocounseling treatment, the two-tail test was used.

SUMMARY

The third chapter of this report reviewed: (1) the setting of the study, (2) identification of the population, (3) research design and testing instruments, (4) bibliocounseling procedure, (5) hypotheses, and (6) statistical procedure.

The setting of the study was in the northern suburban section of the Stockton Unified School District, Stockton, California. By random sampling, two elementary schools were chosen from a total of seven in the area for the study. Schools were similar in racial composition and in median income of residents living in each school's attendance area.

Through further delimitation of the population,

forty-eight Caucasian fourth-grade boys were selected who were underachieving in reading. These subjects were randomly assigned to a Solomon Four-Group Design. The design was extended to include long-term posttesting six months following the experimental treatment. Testing instruments used in the study included: (1) the Gates-MacGinitie Reading Tests, Survey D, Forms 1, 2, and 3, (2) the San Diego County Inventory of Reading Attitude, and (3) the "Reading Self-Concept Inventory" adaptation of the SCAMIN.

The group bibliocounseling procedure was described in detail, including: (1) pretesting procedure, (2) selection of reading materials, (3) counselor and school facilities, (4) group bibliocounseling process, (5) nontreatment groups, and (6) posttesting procedure.

Eight hypotheses, stated in null form, were presented for acceptance or rejection at the .05 level of significance. Statistical procedures to test the null hypotheses included two-way analyses of covariance. Subjects' immediate and long-term posttest scores on the three testing instruments were used as dependent variables, with their third-grade IQ and composite reading test grade equivalency scores being the covariates.

Chapter 4 of this report will present an analysis of the statistical data drawn from the experimental study.

Chapter 4

ANALYSIS OF THE DATA

INTRODUCTION

This experimental study incorporated the use of recognized and award-winning children's trade books within a group counseling situation, bibliocounseling, in an effort to assist male Caucasian fourth-grade students who were underachieving in reading.

Forty-eight subjects were randomly selected and assigned to a Solomon Four-Group Design. The Experimental Group and Control Group One received pretesting; Control Groups Two and Three did not. The Experimental Group and Control Group Two were administered twice-weekly group bibliocounseling sessions for a period of ten weeks. All four groups received both immediate posttesting and long-term posttesting six months following the group bibliocounseling treatment. The number of students and the treatments of groups participating in the study are presented below in Table 1.

Instruments used in the three testing phases of the study included: (1) the Gates-MacGinitie Reading Tests, Survey D, Forms 1, 2, and 3, (2) the San Diego County Inventory of Reading Attitude, and (3) the investigator's

"Reading Self-Concept Inventory" adaptation of the Self-Concept and Motivation Inventory (SCAMIN).[1]

Table 1

Number of Students and Treatments of Groups Participating in the Study

Groups	Treatments			
	Pretest	Experimental Variable	Posttest	Long-term Posttest
Experimental	12	12	12	8
Control 1	12	--	12	10
Control 2	--	12	12	9
Control 3	--	--	12	10
Totals	24	24	48	37

ANALYSES OF COVARIANCE

Eight separate two-way analyses of covariance were made on an IBM 360 Model 67 computer. Pretest scores were used as a "treatment" coordinated with the group bibliocoun-

[1] Arthur I. Gates and Walter H. MacGinitie, Gates-MacGinitie Reading Tests, Survey D, Forms 1, 2, and 3 (New York: Teachers College Press, Teachers College, Columbia University, 1964); San Diego County Department of Education, San Diego County Inventory of Reading Attitude, in An Inventory of Reading Attitude, Monograph 4 of Improving Reading Instruction (San Diego: San Diego County Department of Education, 1961), pp. 15-16; George A. Farrah, Norman J. Milchus, and William Reitz, The Self-Concept and Motivation Inventory (SCAMIN): What Face Would You Wear?, Later Elementary Form, Manual of Directions (Dearborn Heights, Mich.: George A. Farrah, Norman J. Milchus, and William Reitz, 1968), pp. 3-4. Cf. infra, Appendix C, pp. 164-69, for test items included in the "Reading Self-Concept Inventory."

seling variable to test the main effect of group bibliocounseling, the main effect of pretesting, and the interaction between the two main effects. Subjects' immediate and long-term posttest scores were dependent variables, with the covariates being third-grade Lorge-Thorndike Intelligence Test scores and composite grade equivalency scores on the Word Meaning and Paragraph Meaning subtests of the Stanford Achievement Test.[2]

Reading Comprehension

A highly significant regression effect and a significant group bibliocounseling treatment are indicated by data in Table 2 for reading comprehension as measured in the immediate posttesting period. Neither the pretest effect nor the interaction of pretesting with the bibliocounseling effect reached levels of significance.

The first null hypothesis was:

> Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in immediate posttesting on the Comprehension subtest of the Gates-MacGinitie Reading Tests, Survey D, than similar boys who only attend language arts classes.

Since data in Table 2 show that $P < .05$, the null hypothesis can be rejected. The groups receiving group bibliocounseling were significantly higher in reading

[2]Irving Lorge and Robert L. Thorndike, The Lorge-Thorndike Intelligence Tests, Form B, Level 2 (New York: Houghton Mifflin Co., 1954); Truman L. Kelly and others, Stanford Achievement Test, Primary II, Form X (New York: Harcourt, Brace & World, Inc., 1964).

comprehension in the immediate posttesting period than groups not receiving the special counseling treatment.

Table 2

Analysis of Covariance Results for Immediate Posttesting in Reading Comprehension

Source	Sum of Squares	DF	Mean Squares	F Values	P Less Than
Treatment	234.393	1	234.393	6.621	0.014
Pretesting	79.543	1	79.543	2.247	0.141
Interaction	11.699	1	11.699	0.330	0.568
Regression	3726.456	2	1863.228	52.628	0.001
Within Cells	1486.962	42	35.404	.....	.....

Six months later in the long-term posttesting period, a highly significant regression effect as well as significant group bibliocounseling treatment and pretesting effects were obtained.

The second null hypothesis was:

> Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in six-month long-term posttesting on the Comprehension subtest of the Gates-MacGinitie Reading Tests, Survey D, than similar boys who only attend language arts classes.

Since the data in Table 3 show that $P < .05$, the null hypothesis can be rejected. The groups receiving bibliocounseling were significantly higher in reading comprehension in the long-term posttesting period than groups not receiving the special counseling treatment. However, since the pretesting effect was also within the level of

significance, one must question whether pretesting may have influenced the level of significance for the groups receiving bibliocounseling.

Table 3

Analysis of Covariance Results for Long-term Posttesting in Reading Comprehension

Source	Sum of Squares	DF	Mean Squares	F Values	P Less Than
Treatment	130.277	1	130.277	5.218	0.029
Pretesting	119.604	1	119.604	4.790	0.036
Interaction	44.252	1	44.252	1.772	0.193
Regression	3618.245	2	1809.122	72.460	0.001
Within Cells	773.978	31	24.967	.....	.....

The highly significant regression effect found in both the immediate and long-term posttesting reinforces the construct validity of the Gates-MacGinitie Reading Tests which was established by their high correlation with the Lorge-Thorndike Intelligence Tests.[3] The latter tests were used as a covariant in the present study, with the former tests being a dependent variable.

Vocabulary

Highly significant regression, treatment, and pretest effects are indicated in the data presented in Table 4 for vocabulary as measured in the immediate posttesting period. Interaction between the treatment and pretesting

[3]Cf. supra, pp. 68-69.

did not approach significance.

The third null hypothesis was:

> Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in immediate posttesting on the Vocabulary subtest of the Gates-MacGinitie Reading Tests, Survey D, than similar boys who only attend language arts classes.

Since data in Table 4 show that $P < .05$, the null hypothesis can be rejected. The groups receiving bibliocounseling were significantly higher in vocabulary in the immediate posttesting period than groups not receiving the special counseling treatment. However, since the pretesting effect was also highly significant, one must question whether pretesting may have influenced the highly significant level of the groups receiving bibliocounseling.

Table 4

Analysis of Covariance Results for Immediate Posttesting in Vocabulary

Source	Sum of Squares	DF	Mean Squares	F Values	P Less Than
Treatment	146.287	1	146.287	7.365	0.010
Pretesting	166.770	1	166.770	8.396	0.006
Interaction	2.692	1	2.692	0.136	0.715
Regression	2009.550	2	1004.775	50.588	0.001
Within Cells	834.200	42	19.862	.....	.....

Six months later in the long-term posttesting period, a highly significant regression effect continued as is indicated in Table 5. The group bibliocounseling treatment approached but did not reach the level of significance. Neither the pretest nor the interaction effects were near the level of significance.

The fourth null hypothesis was:

> Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in six-month long-term posttesting on the Vocabulary subtest of the Gates-MacGinitie Reading Tests, Survey D, than similar boys who only attend language arts classes.

Since data in Table 5 show that $P > .05$, the null hypothesis must be accepted. The groups receiving bibliocounseling approached but failed to reach the level of significance in having higher vocabulary scores in the long-term posttesting period than groups not receiving the special counseling treatment.

Table 5

Analysis of Covariance Results for Long-term Posttesting in Vocabulary

Source	Sum of Squares	DF	Mean Squares	F Values	P Less Than
Treatment	76.567	1	76.567	3.879	0.058
Pretesting	40.803	1	40.803	2.067	0.161
Interaction	9.789	1	9.789	0.496	0.487
Regression	1630.537	2	815.268	41.306	0.001
Within Cells	611.862	31	19.737	.....	.....

Although there was a highly significant pretesting effect in the immediate posttesting period for vocabulary, this effect was not significant six months later in the long-term posttesting period.

Reading Attitude

A highly significant group bibliocounseling treatment effect appears in the data shown in Table 6 for reading attitude in the immediate posttesting period. The regression, pretesting, and interaction effects did not approach the level of significance.

The fifth null hypothesis was:

> Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in immediate posttesting on the San Diego County Inventory of Reading Attitude than similar boys who only attend language arts classes.

Since data in Table 6 show that $P < .05$, the null

Table 6

Analysis of Covariance Results for Immediate Posttesting in Reading Attitude

Source	Sum of Squares	DF	Mean Squares	F Values	P Less Than
Treatment	467.394	1	467.394	21.827	0.001
Pretesting	0.857	1	0.857	0.040	0.842
Interaction	1.993	1	1.993	0.093	0.762
Regression	18.780	2	9.390	0.439	0.648
Within Cells	899.384	42	21.414	.....	.....

hypothesis can be rejected. The groups receiving bibliocounseling had highly significant gains in reading attitude over groups not receiving the special counseling treatment as measured in the immediate posttesting period.

Six months later in the long-term posttesting period, a highly significant group bibliocounseling treatment effect continued to remain in reading attitude. Again, regression, pretesting, and interaction effects did not approach the level of significance.

The sixth null hypothesis was:

> Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in six-month long-term posttesting on the San Diego County Inventory of Reading Attitude than similar boys who only attend language arts classes.

Data appearing in Table 7 show that the groups receiving bibliocounseling had highly significant gains in reading attitude over groups not receiving the special

Table 7

Analysis of Covariance Results for Long-term Posttesting in Reading Attitude

Source	Sum of Squares	DF	Mean Squares	F Values	P Less Than
Treatment	274.895	1	274.895	11.675	0.002
Pretesting	9.754	1	9.754	0.414	0.525
Interaction	39.964	1	39.964	1.697	0.202
Regression	65.790	2	32.897	1.397	0.262
Within Cells	729.909	31	23.545	.....	.....

counseling treatment in long-term posttesting. Since $P < .05$, the null hypothesis can be rejected.

Reading Self-Concept

A highly significant group bibliocounseling treatment effect appears in the data shown in Table 8 for reading self-concept in the immediate posttesting period. The regression, pretesting, and interaction effects did not approach the level of significance.

The seventh null hypothesis was:

> Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in reading self-concept in immediate posttesting on the "Reading Self-Concept Inventory" adaptation of the SCAMIN than similar boys who only attend language arts classes.

Since the data in Table 8 show that $P < .05$, the null hypothesis can be rejected. The groups receiving

Table 8

Analysis of Covariance Results for Immediate Posttesting in Reading Self-Concept

Source	Sum of Squares	DF	Mean Squares	F Values	P Less Than
Treatment	389.283	1	389.283	9.695	0.003
Pretesting	64.279	1	64.279	1.601	0.213
Interaction	44.705	1	44.705	1.113	0.297
Regression	59.344	2	29.672	0.739	0.484
Within Cells	1686.403	42	40.152	.....	.....

bibliocounseling had highly significant gains in reading self-concept over groups not receiving the special counseling treatment as measured in immediate posttesting.

Six months later in the long-term posttesting period, a highly significant group bibliocounseling treatment effect continued to remain in reading self-concept. Again, regression, pretesting, and interaction effects did not approach the level of significance.

The eighth null hypothesis was:

> Fourth-grade Caucasian boys underachieving in reading who receive twenty sessions of group bibliocounseling in addition to their regular language arts classes will not show significantly greater gains in reading self-concept in six-month long-term posttesting on the "Reading Self-Concept Inventory" adaptation of the SCAMIN than similar boys who only attend language arts classes.

Since the data in Table 9 show that $P < .05$, the null hypothesis can be rejected. The groups receiving bibliocounseling had highly significant gains in reading

Table 9

Analysis of Covariance Results for Long-term Posttesting in Reading Self-Concept

Source	Sum of Squares	DF	Mean Squares	F Values	P Less Than
Treatment	491.112	1	491.112	15.869	0.001
Pretesting	16.833	1	16.833	0.544	0.466
Interaction	1.712	1	1.712	0.055	0.816
Regression	106.592	2	53.296	1.722	0.195
Within Cells	959.363	31	30.947	.....	.....

self-concept over groups not receiving the special counseling treatment as measured in the long-term posttesting.

Adjusted Means

Adjusted means for the eight variables considered by the separate analyses of covariance were manually calculated from the means of the individual groups' IQ scores, composite reading subtest grade equivalency scores, and posttest scores. Adjusted group means for the immediate and long-term posttesting are found in Tables 10 and 11, respectively.

SUMMARY

The fourth chapter of this report presented the data of the study which had been subjected to eight separate two-way analyses of covariance. Data for the immediate and long-term posttesting of the following variables were reviewed: (1) reading comprehension, (2) vocabulary, (3) reading attitude, and (4) reading self-concept.

The .05 level of significance was required for the rejection of eight null hypotheses. Three of the four null hypotheses dealing with reading comprehension and vocabulary were rejected. Groups receiving the group bibliocounseling treatment scored significantly higher in immediate posttesting in reading comprehension and vocabulary than groups not receiving the special counseling treatment. They continued to score significantly higher in reading comprehension six months later; however, their vocabulary scores approached but did not reach the level of significance in

Table 10

Group Means and Standard Deviations: IQ, Composite Reading Subtest Grade Equivalency Scores, and Adjusted Means for Immediate Posttest Variables

Groups	N	Statistical Measure	Covariates		Immediate Posttesting			
			IQ	Reading	Comprehension	Vocabulary	Reading Attitude	Reading Self-Concept
Experimental	12	M	116.500	32.917	29.673	24.500	18.508	45.940
		SD	15.577	13.399				
Control 1	12	M	106.250	27.750	23.536	21.381	12.474	38.111
		SD	15.142	8.635				
Control 2	12	M	115.417	31.500	31.266	28.724	19.187	46.319
		SD	11.950	8.185				
Control 3	12	M	111.583	30.333	27.695	24.417	12.331	42.380
		SD	14.286	7.426				

Table 11

Group Means and Standard Deviations: IQ, Composite Reading Subtest Grade Equivalency Scores, and Adjusted Means for Long-Term Posttest Variables

Groups	N	Statistical Measure	Covariates		Immediate Posttesting			
			IQ	Reading	Comprehension	Vocabulary	Reading Attitude	Reading Self-Concept
Experimental	8	M	117.000	33.000	26.868	25.101	18.167	46.350
		SD	14.794	14.233				
Control 1	10	M	109.800	29.300	20.847	20.919	10.441	39.355
		SD	13.990	8.654				
Control 2	9	M	116.111	31.000	28.083	28.327	16.929	47.800
		SD	13.560	9.367				
Control 3	10	M	111.500	30.300	26.470	23.959	13.390	38.590
		SD	15.679	7.790				

long-term posttesting.

In two of the above instances, however, there were also significant pretesting effects. A significant pretesting effect appeared in the long-term posttesting in reading comprehension. A highly significant pretesting effect also was observed in immediate posttesting in vocabulary. For this reason, the investigator cautioned the reader regarding the possibility that in those two analyses of covariance, the pretesting effect may have influenced the level of significance reached by the group bibliocounseling treatment effect.

Four null hypotheses pertaining to reading attitude and reading self-concept were rejected when results favoring the groups receiving bibliocounseling consistently proved to be highly significant over groups not receiving the special counseling treatment.

A summary of the study, conclusions, and recommendations for further research will be presented in Chapter 5.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

INTRODUCTION

This experimental study utilized recognized and award-winning children's trade books within a group counseling situation, bibliocounseling, in an effort to assist fourth-grade male Caucasian students who were underachieving in reading.

In this chapter, the investigator has presented: (1) a summary of the study, (2) limitations of the study, (3) conclusions relating to the hypotheses, (4) implications of the study, and (5) recommendations for further research.

SUMMARY OF THE STUDY

A brief summary of the study includes the following: (1) the setting and selection of participants, (2) the procedure, and (3) analysis of the data.

The Setting and Selection of Participants

The setting for the study in group bibliocounseling was in the northern suburban area of the Stockton Unified School District in Stockton, California. Two schools were randomly selected to participate from a population of seven

elementary schools having contiguous attendance areas, similar ratios of Caucasian students, and similar family median incomes.

Subjects in the two schools were delimited to male Caucasian students in the fourth grade who were underachieving in reading. Those whose third-grade composite grade-level scores on the Word Meaning and Paragraph Meaning subtests of the Stanford Achievement Test fell two or more stanines below their third-grade Lorge-Thorndike Intelligence Test scores were designated as underachieving in reading.

The Procedure of the Study

Forty-eight subjects, twenty-four from each of the two schools, were randomly assigned in groups of twelve to a Solomon Four-Group Design. The design was extended to include, in addition to immediate posttesting, six-month, long-term posttesting following the special counseling treatment.

An experimental group received pretesting, the experimental bibliocounseling treatment, and posttesting. One control group received both pretesting and posttesting, but not the treatment. A second control group received the bibliocounseling treatment and posttesting, but not pretesting. Finally, a third control group received only posttesting.

Twice weekly for ten weeks the experimental group and the second control group, each randomly divided into six

members for the purpose of increasing group interaction, met for fifty-minute bibliocounseling sessions. The aim of the sessions was to improve subjects' reading self-concept, their attitude toward reading, and their reading comprehension and vocabulary scores.

Each group bibliocounseling session began with the counselor introducing a short children's trade book, describing the awards which it had received, and assisting the students in reading orally from the book. During the last one-half of each session, the group interacted by: (1) retelling what had occurred in the story, (2) probing into a specific character's feelings, (3) identifying similar incidents from the students' own lives or from other stories, (4) exploring the consequences of certain behaviors or feelings, and (5) coming to conclusions about the consequences of certain behaviors or feelings.

Analysis of the Data

The investigator used three instruments in the testing phases of the study, including: (1) the Gates-MacGinitie Reading Tests, Survey D, Forms 1, 2, and 3, (2) the San Diego County Inventory of Reading Attitude, and (3) his adaptation of the Self-Concept and Motivation Inventory (SCAMIN), called the "Reading Self-Concept Inventory."

Following the final posttesting, the investigator submitted the obtained data to eight separate two-way analyses of covariance. Dependent variables were the

subjects' immediate and long-term posttest scores on the three testing instruments, with the covariates being third-grade intelligence and reading test scores. A .05 level of significance determined the acceptance or rejection of the null hypotheses.

LIMITATIONS

The findings of this study, to be reviewed in the next section, "Conclusions Relating to the Hypotheses," should be viewed with the following limitations in mind:

1. Readers should only generalize conclusions and implications drawn from this study to fourth-grade male Caucasian students found to be underachieving in reading by the method employed by the investigator.

2. Readers should only generalize conclusions and implications drawn from this study to students attending predominately Caucasian suburban elementary schools having characteristics similar to those described in the northern area of the Stockton Unified School District.

3. Readers should be aware in their generalizing the conclusions and implications drawn from this study that one counselor was responsible for the investigation. In order that the study could be replicated in other settings, he gave a detailed presentation of the procedures which he had followed in utilizing group bibliocounseling.

4. Readers should only generalize conclusions and implications drawn from this study to bibliocounseling

groups using recognized and/or award-winning children's trade books selected by criteria which the investigator employed.

5. Readers should be aware in their generalizing the conclusions and implications drawn from this study that subjects attended the limited number of twenty group bibliocounseling sessions extending over a ten-week period.

CONCLUSIONS RELATING TO THE HYPOTHESES

The primary objectives of this study were to investigate the effectiveness of group bibliocounseling in improving the reading comprehension and vocabulary test scores of fourth-grade Caucasian boys who were underachieving in reading.

Secondary objectives of this study were to investigate the effectiveness of group bibliocounseling in improving the subjects' attitude toward reading and their reading self-concept.

Hypotheses Relating to Reading Comprehension

The findings of this study supported the hypotheses that groups receiving bibliocounseling would have significantly higher reading comprehension test scores than those not receiving the special counseling treatment. Both the immediate posttest scores and the long-term posttest scores for students having group bibliocounseling were significantly higher than scores of control groups.

However, a significant pretesting effect was noted in the long-term posttesting results. This pretesting effect may have influenced the significant reading comprehension gain reached during that testing period by groups receiving the bibliocounseling treatment.

Hypotheses Relating to Vocabulary

The findings of this study supported the hypothesis that groups receiving the bibliocounseling treatment would have significantly higher vocabulary scores in the immediate posttesting period than control groups.

Again, however, a highly significant pretesting effect may have influenced the rate of gain which groups receiving the bibliocounseling treatment reached during the immediate posttesting period.

The hypothesis that these students' long-term posttest vocabulary scores would be significantly higher than control groups' scores failed to be supported. Nevertheless, those receiving group bibliocounseling had scores closely approaching the level of significance.

It would appear that if students who are underachieving in reading are to maintain a significant growth in vocabulary development, they must receive continued directed assistance following the conclusion of group bibliocounseling.

Hypotheses Relating to Attitude Toward Reading

The findings of the study supported both hypotheses that students receiving group bibliocounseling would improve significantly in their attitude toward reading. Not only were their immediate posttesting results highly significant over control groups' scores, but their long-term posttest scores also maintained this highly significant improvement six months later.

The bibliocounseled students' improved attitude toward reading may have been a motivational factor in encouraging them to read and also in helping them to improve their reading comprehension.

Hypotheses Relating to Reading Self-Concept

Just as group bibliocounseling improved subjects' attitude toward reading, so it also succeeded in improving their reading self-concept. Again, both immediate and long-term posttesting results reached the highly significant level for students receiving group bibliocounseling.

IMPLICATIONS OF THE STUDY

Bearing in mind the limitations of the study as well as the significant pretesting effect which appeared in long-term reading comprehension testing and in immediate posttesting in vocabulary, the investigator viewed the results with encouragement. The significant changes which

the twenty-four students receiving group bibliocounseling experienced indicate that the technique can help certain students who are underachieving in reading. Although many of the treated subjects experienced positive change, others did not improve.[1] Harris has observed, however, that in nearly every remedial reading program, about five to ten percent of the children do not improve, probably because unsuspected neurological injuries or deep-lying emotional difficulties are present.[2]

When Hosford and Briskin recently reviewed the results of a number of counseling studies, their main criticism was that researchers should take greater care in designing treatments to promote specific outcomes.[3] Since groups receiving bibliocounseling in the present study did reveal impressive gains in reading comprehension, vocabulary, attitude toward reading, and reading self-concept, it would appear to the investigator that a specific counseling model has given evidence of promoting specific changes in students.

Before promoting group bibliocounseling as an answer for helping students who are underachieving in reading, the investigator would emphasize two warnings.

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[1] Cf. infra, Appendix A, pp. 123-26.

[2] Albert J. Harris, How to Increase Reading Ability: A Guide to Developmental and Remedial Methods (5th ed.; New York: David McKay Company, Inc., 1970), pp. 135-36.

[3] Ray E. Hosford and Alan S. Briskin, "Changes Through Counseling," Review of Educational Research, XXXIX (April, 1969), 203-04.

First, no school district should base its decisions of policy on the findings of one research report.[4] Second, he would cite Lykken's statement that:

> . . . the finding of statistical significance is perhaps the least important attribute of a good experiment; it is never a sufficient condition for concluding that a useful empirical fact has been established with reasonable confidence--or that an experimental report ought to be published.[5]

So that possible implications of research might be more firmly established, Lykken suggested that replication of studies should occur, including: (1) literal replication, (2) operational replication, and (3) constructive replication. According to him, literal replication involved the exact duplication of the first investigator's study. In the case of operational replication, the researcher duplicated exactly only the sampling and experimental procedures of the first study. Finally, in constructive replication, the researcher deliberately avoided the first investigator's methods, following nothing more than a clear statement of the empirical "fact" which the first author claimed to have established.[6]

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[4]Samuel Weintraub, "The Reading Teacher and Reading Research--Part II," The Reading Teacher, XXII (February, 1969), 465.

[5]David T. Lykken, "Statistical Significance in Psychological Research," Psychological Bulletin, LXX (September, 1968), 155-56. [Italics in the original.]

[6]Ibid.

RECOMMENDATIONS FOR FURTHER STUDY

The promising findings both at the conclusion of the group bibliocounseling and six months later give evidence that the method could be helpful in assisting students found to be underachieving in reading. Since one must not conclude from a single study that group bibliocounseling is the final solution to the problem of reading underachievement, the investigator recommends that further study be made in the following areas:

1. Other counselors should perform literal, operational, and constructive replications of the group bibliocounseling method in an effort to substantiate the study's findings and to generalize them to wider school populations.

2. Both male and female counselors should participate in further studies to determine the effect of the sex of the counselor on the group bibliocounseling process in helping male and female students who are underachieving in reading.

3. Counselors should conduct further research with students of differing socio-economic and racial backgrounds to find the impact which group bibliocounseling might have in assisting those who are underachieving in reading.

4. Counselors should experiment to find the effectiveness of both shorter and longer periods of time spent in bibliocounseling groups of students. Also, longer

durations of time might be permitted before long-term posttesting took place to determine the lasting effects of the procedure.

5. Students of varying grade levels who are underachieving in reading should undergo group bibliocounseling so that conclusions can be made regarding the method's effectiveness with students beyond one grade level.

6. Researchers should experiment to ascertain the effect of group bibliocounseling on students found to be underachieving in reading under varying definitions of underachievement and for specific determined causes of reading underachievement.

7. Counselors, reading specialists, teachers, and school librarians should conduct studies to find books which have the greatest value for certain types of students within the group bibliocounseling process.

SUMMARY

The investigator summarized the experimental study in group bibliocounseling and reviewed its findings. Although stated limitations had to be observed, nevertheless, the significant findings of the study indicated that group bibliocounseling demonstrated effectiveness as a model in improving the: (1) reading comprehension, (2) vocabulary, (3) attitude toward reading, and (4) reading self-concept of youngsters who were underachieving in reading.

Since researchers have cautioned against the accep-

tance of one study's results in the decision to change the educational policies of a school system, the investigator urged that other counselors and educators conduct literal, operational, and constructive replications of the study. In this way, the findings could be further verified and generalized to wider school populations.

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APPENDIX A

RAW DATA COLLECTED IN THE EXPERIMENTAL STUDY

and

INITIAL GROUP DIFFERENCES BEFORE THE STUDY

Table 12

Test Scores of Students in the Experimental Group, School A

No.	IQ	SAT	Pre Comp	Post Comp	Long Comp	Pre Voc	Post Voc	Long Voc	Pre IRA	Post IRA	Long IRA	Pre RSC	Post RSC	Long RSC
1	113	3.1	19	28	—	23	27	—	09	12	—	44	49	—
2	111	2.2	08	19	15	15	18	22	18	22	23	32	37	44
3	110	1.9	12	14	13	10	10	16	06	18	16	47	44	55
4	111	2.0	15	25	19	15	18	12	07	15	13	31	39	34
5	131	5.1	45	47	—	36	39	—	17	21	—	45	45	—
6	136	5.3	46	42	47	39	39	39	23	22	23	46	48	49
7	129	3.1	26	40	—	32	26	—	04	17	—	40	46	—
8	101	2.9	18	27	25	16	16	25	16	15	18	46	49	47
9	113	3.7	21	31	31	26	32	28	11	20	16	38	46	43
10	089	1.8	07	24	—	19	22	—	07	17	—	38	51	—
11	144	5.5	48	51	50	38	40	42	22	23	24	50	48	51
12	110	2.9	34	37	34	27	27	30	06	21	15	45	49	47

Key: No. = Student
IQ = Third-grade Score, Lorge-Thorndike Intelligence Test, Form B, Level 2
SAT = Composite Grade Equivalency Score of Word and Paragraph Meaning Subtests, Stanford Achievement Test, Form X, Primary II
Comp* = Comprehension Score, Gates-MacGinitie Reading Tests, Survey D
Voc* = Vocabulary Score, Gates-MacGinitie Reading Tests, Survey D
IRA* = San Diego County Inventory of Reading Attitude
RSC* = "Reading Self-Concept Inventory" Adaptation of the Self-Concept and Motivation Inventory
*Pre = Pretest; Post = Immediate Posttest; Long = Long-term Posttest

Table 13

Test Scores of Students in Control Group 1, School A

No.	IQ	SAT	Pre Comp	Post Comp	Long Comp	Pre Voc	Post Voc	Long Voc	Pre IRA	Post IRA	Long IRA	Pre RSC	Post RSC	Long RSC
1	120	4.4	37	31	26	26	35	30	10	09	10	43	41	36
2	090	2.1	13	11	—	20	18	—	16	18	—	46	49	—
3	115	3.0	26	32	28	15	22	18	11	13	16	38	38	41
4	090	2.6	20	21	13	20	17	16	09	14	10	50	37	43
5	087	1.9	06	13	—	16	08	—	17	17	—	39	29	—
6	096	2.0	08	13	09	09	10	18	07	09	06	45	44	45
7	124	3.4	27	28	21	22	27	25	17	18	21	44	42	41
8	113	3.8	30	22	25	35	25	34	10	12	14	43	39	43
9	119	3.7	34	35	35	32	27	35	15	16	12	42	40	43
10	097	2.1	05	15	13	13	12	10	06	03	02	41	37	34
11	095	2.4	15	14	17	19	16	16	15	14	06	48	30	37
12	129	1.9	07	16	05	11	14	19	03	06	05	36	33	33

Key: No. = Student
IQ = Third-grade Score, Lorge-Thorndike Intelligence Test, Form B, Level 2
SAT = Composite Grade Equivalency Score of Word and Paragraph Meaning Subtests, Stanford Achievement Test, Form X, Primary II
Comp* = Comprehension Score, Gates-MacGinitie Reading Tests, Survey D
Voc* = Vocabulary Score, Gates-MacGinitie Reading Tests, Survey D
IRA* = San Diego County Inventory of Reading Attitude
RSC* = "Reading Self-Concept Inventory" Adaptation of the Self-Concept and Motivation Inventory
*Pre = Pretest; Post = Immediate Posttest; Long = Long-term Posttest

Table 14

Test Scores of Students in Control Group 2, School B

No.	IQ	SAT	Pre Comp	Post Comp	Long Comp	Pre Voc	Post Voc	Long Voc	Pre IRA	Post IRA	Long IRA	Pre RSC	Post RSC	Long RSC
1	116	3.6	--	38	___	--	28	___	--	20	___	--	49	___
2	118	3.4	--	40	___	--	35	___	--	25	___	--	55	___
3	128	2.7	--	30	31	--	34	32	--	22	20	--	48	50
4	123	3.7	--	43	37	--	29	34	--	11	19	--	40	52
5	092	2.4	--	24	15	--	32	25	--	24	24	--	55	53
6	121	3.8	--	40	32	--	30	32	--	22	19	--	46	54
7	123	4.0	--	38	42	--	31	31	--	12	07	--	34	38
8	121	2.6	--	31	19	--	27	23	--	23	20	--	50	49
9	106	2.9	--	35	___	--	28	___	--	24	___	--	42	___
10	093	2.0	--	17	25	--	25	31	--	22	21	--	43	47
11	121	2.1	--	16	13	--	19	16	--	12	09	--	43	41
12	123	4.6	--	37	42	--	35	34	--	13	14	--	49	46

Key: No. = Student
IQ = Third-grade Score, Lorge-Thorndike Intelligence Test, Form B, Level 2
SAT = Composite Grade Equivalency Score of Word and Paragraph Meaning Subtests, Stanford Achievement Test, Form X, Primary II
Comp* = Comprehension Score, Gates-MacGinitie Reading Tests, Survey D
Voc* = Vocabulary Score, Gates-MacGinitie Reading Tests, Survey D
IRA* = San Diego County Inventory of Reading Attitude
RSC* = "Reading Self-Concept Inventory" Adaptation of the Self-Concept and Motivation Inventory

*Pre = Pretest; Post = Immediate Posttest; Long = Long-term Posttest

Table 15

Test Scores of Students in Control Group 3, School B

No.	IQ	SAT	Pre Comp	Post Comp	Long Comp	Pre Voc	Post Voc	Long Voc	Pre IRA	Post IRA	Long IRA	Pre RSC	Post RSC	Long RSC
1	118	3.4	--	38	31	--	33	28	--	10	11	--	25	29
2	083	2.0	--	15	10	--	18	15	--	13	13	--	43	47
3	124	3.2	--	40	33	--	29	30	--	19	20	--	27	29
4	121	4.3	--	44	43	--	36	30	--	12	13	--	47	45
5	110	2.7	--	18	22	--	18	20	--	10	10	--	41	38
6	089	2.0	--	05	13	--	07	12	--	11	13	--	41	44
7	108	2.5	--	09	—	--	17	—	--	06	—	--	47	—
8	134	3.9	--	35	38	--	30	35	--	21	19	--	52	43
9	116	3.6	--	40	—	--	29	—	--	07	—	--	42	—
10	108	2.6	--	20	20	--	18	16	--	14	12	--	47	44
11	120	3.6	--	41	36	--	26	30	--	13	10	--	47	46
12	108	2.6	--	24	13	--	32	24	--	12	12	--	50	40

Key: No. = Student
IQ = Third-grade Score, Lorge-Thorndike Intelligence Test, Form B, Level 2
SAT = Composite Grade Equivalency Score of Word and Paragraph Meaning Subtests, Stanford Achievement Test, Form X, Primary II
Comp* = Comprehension Score, Gates-MacGinitie Reading Tests, Survey D
Voc* = Vocabulary Score, Gates-MacGinitie Reading Tests, Survey D
IRA* = San Diego County Inventory of Reading Attitude
RSC* = "Reading Self-Concept Inventory" Adaptation of the Self-Concept and Motivation Inventory
*Pre = Pretest; Post = Immediate Posttest; Long = Long-term Posttest

Table 16

Analysis of Variance Results for Initial Differences in IQ Among the Experimental Group and Control Groups 1, 2, and 3

Source	Sum of Squares	DF	Mean Squares	F Values	P Less Than
Between Variance	514.89	3	171.63	.815	n.s.
Within Variance	9264.93	44	210.57	.....	.....
Total Variance	9779.82	47	.....	.....	.....

Table 17

Analysis of Variance Results for Initial Differences in Composite Reading Grade Equivalency Scores Among the Experimental Group and Control Groups 1, 2, and 3

Source	Sum of Squares	DF	Mean Squares	F Values	P Less Than
Between Variance	65.75	3	21.92	.227	n.s.
Within Variance	4245.50	44	96.49	.....	.....
Total Variance	4311.25	47	.....	.....	.....

Table 18

Analysis of Variance Results for Initial Differences in Stanine Discrepancy Between IQ and Composite Reading Grade Equivalency Scores Among the Experimental Group and Control Groups 1, 2, and 3

Source	Sum of Squares	DF	Mean Squares	F Values	P Less Than
Between Variance	.92	3	.31	.151	n.s.
Within Variance	89.00	44	2.02	.....	.....
Total Variance	89.92	47	.....	.....	.....

APPENDIX B

LIST OF CHILDREN'S TRADE BOOKS USED AND THE AWARDS OR RECOGNITION GIVEN THEM

and

THE GROUP BIBLIOCOUNSELING PROCEDURE USED IN THE TWENTY SESSIONS

APPENDIX B

LIST OF CHILDREN'S TRADE BOOKS USED AND THE AWARDS OR RECOGNITION GIVEN THEM

The study utilized a total of eight children's trade books which received mention in Children's Books: Awards & Prizes by the Children's Book Council. Those eight books and the awards which they received are listed below.

Book	Award
The Biggest Bear	The Ralph J. Caldecott Medal (1953)
Call It Courage	The John Newbery Medal (1941)
Casey at the Bat	New York Times Choice of Best Illustrated Children's Books of the Year (1964)
Crow Boy	Child Study Association, Children's Book Award (1955)
A Hero by Mistake	New York Times Choice of Best Illustrated Children's Books of the Year (1953)
Homer Price	Pacific Northwest Library Association Young Readers' Choice Award (1947)
The Matchlock Gun	The John Newbery Medal (1942) The Lewis Carroll Shelf Award (1960)
Time of Wonder	Ohioana Book Award (1958) The Ralph J. Caldecott Medal (1958)

One additional book was used that did not receive any of the specific awards mentioned in Children's Books: Awards & Prizes. However, it was listed in Notable Children's Books 1940-1959 by the American Library Association. That book was A Rocket in My Pocket: The Rhymes and Chants of Young Americans.

GROUP BIBLIOCOUNSELING SESSION NUMBER ONE

INTRODUCTION

The counselor invites six selected students to sit in a close circle. He permits them to become acquainted and then announces that they may participate in twice-weekly group sessions for the purposes of becoming acquainted with award-winning children's books and of improving their reading. However, he does not tell them that they have been found to be underachieving in reading. The counselor informs the students that they will not receive grades for their participation in the group bibliocounseling sessions. Following the above introduction, the students may decide whether or not they wish to attend the group meetings which will last for a period of ten weeks.

GROUP BIBLIOCOUNSELING PROCEDURE

Book: Edmonds, Walter D. The Matchlock Gun. Illustrated by Paul Lantz. New York: Dodd, Mead & Company, 1942.

1. The counselor passes out books to each student and discusses briefly the John Newberry Medal and the Lewis Carroll Shelf Award which the book received.

2. Students volunteer to read orally short paragraphs from pages one through nine. The counselor assists the readers, if necessary, in the pronunciation and meaning

of the following words:

intently	impatiently	invisible
militia	priming	sausage
thought	nonsensical	absorbed
musket	magnificent	thong
braided	tracery	breeches
through	reluctantly	

3. Students retell what occurred in the first nine pages of the story.

4. Students probe into Edward's feelings about: (a) the big matchlock gun and (b) his father's leaving to fight the French and Indians.

5. Students identify similar incidents from their own lives and from other stories.

6. Students explore the consequences of having guns and of fathers leaving their families to go to war.

7. Each student determines the personal consequences of having guns and of having his own father leave home to go to war.

GROUP BIBLIOCOUNSELING SESSION NUMBER TWO

Book: Edmonds, Walter D. The Matchlock Gun. Illustrated by Paul Lantz. New York: Dodd, Mead & Company, 1942.

1. The counselor passes out books to each student and they discuss briefly the part which they read in the preceding group session.

2. Students volunteer to read orally short paragraphs from pages ten through eighteen. The counselor assists the readers, if necessary, in the pronunciation and meaning of the following words:

gable	mechanically	abandoned
rhubarb	familiar	definite
chimney	invisible	abruptly
shingle	reassuring	striding
penetrating	skeletons	flustered
methodical	solitary	

3. Students retell what occurred in the section which they read.

4. Students probe into Edward's feelings about: (a) living in a log cabin and (b) fearing that Indians might be planning an attack on them.

5. Students identify similar incidents from their own lives and from other stories.

6. Students explore the consequences of living in a log cabin and of being attacked by Indians.

7. Each student determines the personal conse-

quences of living in a log cabin and of being attacked by a warring tribe of Indians.

GROUP BIBLIOCOUNSELING SESSION NUMBER THREE

Book: Edmonds, Walter D. The Matchlock Gun. Illustrated by Paul Lantz. New York: Dodd, Mead & Company, 1942.

1. The counselor passes out books to each student and they discuss briefly the section of the story which they read in the two preceding group sessions.

2. Students volunteer to read orally short paragraphs from pages nineteen through thirty-four. The counselor assists the readers, if necessary, in the pronunciation and meaning of the following words:

musket	knoll	acuteness
withers	thought	indignant
shoulders	satisfying	priming
shawl	rummaged	gesture

3. Students retell what occurred in the section which they read.

4. Students probe into Edward's feelings about: (a) knowing that the Indians are approaching, burning homes and (b) realizing that he might have to fire the matchlock gun at the enemy.

5. Students identify similar incidents from their own lives and from other stories.

6. Students explore the consequences of having an enemy come and burn homes and of having to shoot a matchlock gun at the enemy.

7. Each student determines the personal consequenses of having an enemy burn his own home and of having to shoot a matchlock gun at that enemy.

GROUP BIBLIOCOUNSELING SESSION NUMBER FOUR

Book: Edmonds, Walter D. The Matchlock Gun. Illustrated by Paul Lantz. New York: Dodd, Mead & Company, 1942.

1. The counselor passes out books to each student and they discuss briefly the sections of the story which they read in the three preceding group sessions.

2. Students volunteer to read orally short paragraphs from pages thirty-five through fifty. The counselor assists the readers, if necessary, in the pronunciation and meaning of the following words:

suspicious	thought	ponderous
hysterically	strides	militia
monsterous	treacherous	unconscious
persuade	rapidity	barricaded
pretense	desperately	solemnly

3. Students retell what occurred in the section which they read.

4. Students probe into Edward's feelings about: (a) having his mother wounded and lying like a dead person, (b) shooting the gun, killing three Indians, and (c) knowing that he saved his mother and little sister from death.

5. Students identify similar incidents from their own lives and from other stories.

6. Students explore the consequences of protecting their families from an enemy.

7. Each student determines the personal conse-

quences of having to kill an enemy in order to protect his parents and siblings.

GROUP BIBLIOCOUNSELING SESSION NUMBER FIVE

Book: Sperry, Armstrong. Call It Courage. Illustrated by Armstrong Sperry. New York: The Macmillan Company, 1940.

1. The counselor passes out books to each student and discusses briefly the John Newbery Medal which the book received. Next, the counselor reads orally pages seven through thirty-four as the students follow along in their own books. Occasionally, he may stop reading and ask the students questions regarding the action in the story. By skipping paragraphs which he feels are not vital to the action, the counselor can show students that it is not necessary to read every word and still understand the story.

2. In his reading, the counselor does not emphasize particular vocabulary words. However, the students may observe new words as they read along with him.

3. Following the reading, the students retell what happened in the section which the counselor read.

4. Students probe into Mafatu's feelings about: (a) fearing water, (b) having other boys call him a coward, and (c) having the courage to overcome his fear of the sea.

5. Students identify similar incidents from their own lives.

6. Students explore the consequences of fears, of having others call them cowards, and of sailing alone at sea.

7. Each student determines the personal consequences of fearing water, of having his friends call him a coward, and of his sailing alone at sea.

GROUP BIBLIOCOUNSELING SESSION NUMBER SIX

Book: Sperry, Armstrong. Call It Courage. Illustrated by Armstrong Sperry. New York: The Macmillan Company, 1940.

1. The counselor passes out the books to each student and the group retells what action occurred in the story so far.

2. The counselor reads orally pages thirty-five to fifty-four, stopping occasionally to determine whether the students are following the action. In his reading, the counselor does not emphasize particular vocabulary words. However, the students may observe new words as they read along with him. The counselor skims over unimportant lines.

3. Following the reading, the students retell what happened in the section which the counselor read.

4. Students probe into Mafatu's feelings about: (a) living on a desert island and (b) discovering that man-eating natives live there.

5. Students identify similar incidents from other stories which they have read.

6. Students explore the consequences of living alone on a desert island and of having cannibals nearby.

7. Each student determines the personal consequences of providing for himself while living alone on an island and of evading a threatening enemy.

GROUP BIBLIOCOUNSELING SESSION NUMBER SEVEN

Book: Sperry, Armstrong. Call It Courage. Illustrated by Armstrong Sperry. New York: The Macmillan Company, 1940.

1. The counselor passes out books to each student and the group discusses the action which has occurred in the sections of the story read in the preceding two sessions.

2. The counselor reads orally pages fifty-five to seventy-nine, stopping occasionally to ask students about what Mafatu might do next. In his reading, the counselor does not emphasize particular vocabulary words. Also, he skims over unimportant lines.

3. Following the reading, the students retell what happened in the section which the counselor read.

4. Students probe into Mafatu's feelings about: (a) swimming in the sea and killing a shark and (b) hunting and killing a wild boar.

5. Students identify similar incidents from their own lives or from books which they have read.

6. Students explore the consequences of swimming after sharks and of hunting wild animals.

7. Each student determines the personal consequences of providing food for himself by having to swim and hunt.

GROUP BIBLIOCOUNSELING SESSION NUMBER EIGHT

Book: Sperry, Armstrong. Call It Courage. Illustrated by Armstrong Sperry. New York: The Macmillan Company, 1940.

1. The counselor passes out books to each student and the group discusses the action which has occurred in the story so far.

2. The counselor reads orally pages eighty to ninety-five, stopping occasionally to determine if the students are following the action. In his reading, the counselor does not emphasize new vocabulary words. Also, he skims over unimportant lines.

3. Following the reading, students retell what happened in the section which the counselor read.

4. Students probe into Mafatu's feelings about: (a) sailing home in his own canoe with his hunting trophies and (b) sensing his father's pride in seeing that he overcame his cowardice.

5. Students identify similar incidents from their own lives or from books which they have read.

6. Students explore the consequences of gathering souvenirs of their adventures and of pleasing their fathers.

7. Each student determines the personal consequences of having souvenirs from his adventures and of pleasing his father by doing difficult tasks.

GROUP BIBLIOCOUNSELING SESSION NUMBER NINE

Book: Ward, Lynd. The Biggest Bear. Illustrated by Lynd Ward. Boston: Houghton Mifflin Co., 1952.

1. The counselor passes out books to each student and discusses briefly the Ralph J. Caldecott Medal which the book received.

2. Students volunteer to read orally one page at a time. The counselor assists the readers in the pronunciation and meaning of the following words:

orchard	calves	chores
humiliated	tribulation	through

3. Students retell what occurred in the story.

4. Students probe into Johnny's feelings about: (a) wanting to have a bearskin pelt of his own and (b) caring for a bear which becomes a nuisance.

5. Students identify similar incidents from their own lives.

6. Students explore the consequences of going hunting and of having troublesome pets.

7. Each student determines the personal consequences of going hunting and of putting up with difficult pets.

GROUP BIBLIOCOUNSELING SESSION NUMBER TEN

Book: Thayer, Ernest Lawrence. Casey at the Bat. Illustrated by Paul Frame. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

1. The counselor passes out books to each student and discusses briefly the New York Times award which the book received as the Best Illustrated Children's Book of the Year.

2. Students volunteer to read orally one page at a time. The counselor assists the readers in the pronunciation and meaning of the following words, if necessary:

extremely	silence	visage
pallor	much-despised	tumult
wreathed	rebounded	spheroid
patrons	applauded	ignored
straggling	writhing	scornful
thought	defiance	audience
preceded	sphere	clenched
stricken	grandeur	vengeance
multitude	haughty	

Following the reading, the entire group reads the book in unison. Students point out words which rhyme.

3. Students retell what occurred in the story.

4. Students probe into Casey's feelings about: (a) being a proud, haughty baseball player and (b) striking out for Mudville.

5. Students identify similar incidents from their own lives.

6. Students explore the consequences of being a

famous baseball player and of disappointing others by striking out.

7. Each student determines the personal consequences of being overly confident and of facing humiliation before others.

GROUP BIBLIOCOUNSELING SESSION NUMBER ELEVEN

Book: McCloskey, Robert. Time of Wonder. Illustrated by Robert McCloskey. New York: The Viking Press, 1957.

1. The counselor passes out books to each student and discusses briefly the Ohioana Book Award and the Ralph J. Caldecott Medal which the book received.

2. Students volunteer to read orally passages from the story, going to page thirty-two. The counselor assists the readers, if necessary, in the pronunciation and meaning of the following words:

spectacle	stretching	belly-whoppered
acrobatic	height	castle
porpoises	ledges	migrating
though	fiery	feuding
cormorants	silhouettes	sturdy
unfurling	glacier	

3. Students retell what occurred in the section which they read.

4. Students probe into the story characters' feelings about: (a) having a seashore vacation and (b) feeling spring in the air and going swimming.

5. Students identify similar incidents from their own experiences.

6. Students explore the consequences of having a family vacation at the seashore and of going swimming every day.

7. Each student determines the personal consequences of being able to go on a family vacation and of enjoying himself at the seashore by swimming.

GROUP BIBLIOCOUNSELING SESSION NUMBER TWELVE

Book: McCloskey, Robert. Time of Wonder. Illustrated by Robert McCloskey. New York: The Viking Press, 1957.

1. The counselor passes out books to each student and they discuss the section of the story which they read during the preceding session.

2. Students volunteer to read orally passages from page thirty-three through sixty-two. The counselor assists them, if necessary, in the pronunciation and meaning of the following words:

cruise	shelves	terrace
pennants	bellbuoy	fertilize
shift	hurricane	petunias
solemnly	parcheesi	barnacles
scalloping	lessening	sea-urchins
ketches	unaccustomed	quartz
shackling		

3. Students retell what occurred in the section which they read.

4. Students probe into the story characters' feelings about: (a) having to prepare for a hurricane and living through one and (b) ending a happy family vacation at the seashore.

5. Students identify similar incidents from their own experiences or from books which they have read.

6. Students explore the consequences of experiencing a hurricane and of ending a family vacation.

7. Each student determines the personal consequences of facing a bad storm and of having to end a happy family vacation.

GROUP BIBLIOCOUNSELING SESSION NUMBER THIRTEEN

Book: Yashima, Taro. Crow Boy. New York: The Viking Press, 1955.

1. The counselor passes out books to each student and discusses briefly the Child Study Association' Children's Book Award which the book received.

2. Students volunteer to read orally a page at a time. The counselor assists the readers, if necessary, in the pronunciation and meaning of the following words:

radish trudging charcoal

3. Students retell what occurred in the story.

4. Students probe into Chibi's feelings about: (a) being mentally retarded and unable to study like other children in the school and (b) his receiving recognition for being able to imitate bird calls well.

5. Students identify similar incidents from their own experience and from stories which they have read.

6. Students explore the consequences of being mentally retarded and of having other students teasing them.

7. Students individually determine the personal consequences of teasing mentally retarded children and of being able to receive recognition by doing small tasks well.

GROUP BIBLIOCOUNSELING SESSION NUMBER FOURTEEN

Book: McCloskey, Robert. Homer Price. Illustrated by Robert McCloskey. New York: The Viking Press, 1943.

1. The counselor passes out books to each student and discusses briefly the Pacific Northwest Library Association Yount Readers' Choice Award which the book received.

2. Students volunteer to read orally the chapter "The Cosmic Comic." The counselor assists the readers, if necessary, in the pronunciation and meaning of the following words:

cautioned	autographed	gigantic
dynamite	quavery	garage
villain	twilight	iodine
notorious	stomachs	
chromium	colossal	

3. Students retell what occurred in the story.

4. Students probe into Homer's feelings about: (a) enjoying comic books featuring the Super-Duper and (b) his surprise in finding that the Super-Duper was only human.

5. Students identify similar incidents from other books which they have read.

6. Students explore the consequences of reading many comic books and of finding humor in believing in "superman" tales.

7. Students individually explore the personal con-

sequences of reading many comic books and of choosing alternative kinds of reading materials.

GROUP BIBLIOCOUNSELING SESSION NUMBER FIFTEEN

Book: McCloskey, Robert. Homer Price. Illustrated by Robert McCloskey. New York: The Viking Press, 1943.

1. The counselor passes out books to each student and the group discusses the story from the book which they read at the preceding session.

2. Students volunteer to read orally the chapter "The doughnuts." The counselor also reads occasionally to speed up the tempo. He assists the readers, if necessary, in the pronunciation and meaning of the following words:

device	ingredients	calamity
sheriff	fascinating	suspicious
freight	pinochle	bracelet
chauffeur	shoulder	
receipt	advertizing	

3. Students retell what occurred in the story.

4. Students probe into Homer's feelings about: (a) being unable to stop the automatic doughnut machine and (b) trying to find the rich lady's lost bracelet.

5. Students identify similar incidents from experiences in their own lives.

6. Students explore the consequences of reading recipes, cooking, and making mistakes in the process.

7. Each student determines the personal consequences and humor in misreading recipes or in not following directions exactly.

GROUP BIBLIOCOUNSELING SESSION NUMBER SIXTEEN

Book: McCloskey, Robert. Homer Price. Illustrated by Robert McCloskey. New York: The Viking Press, 1943.

1. The counselor passes out books to each student and the group discusses the story from the book which they read at the preceding session.

2. Students volunteer to read orally pages ninety-four to one hundred six of the story "Nothing New Under the Sun (Hardly)." The counselor assists the readers, if necessary, in the pronunciation and meaning of the following words:

antique	disguise	garage
curiosity	amnesia	complicate
sauntered	appetite	
individualist	mysterious	

3. Students retell what occurred in the first half of the story which they have read.

4. Students probe into Homer's feelings about: (a) his job working for Uncle Ulysses and (b) why the mysterious stranger is in town.

5. Students identify similar incidents from their own experiences and from books which they have read.

6. Students explore the consequences of working for money.

7. Each student determines the personal consequence of having a small job after school.

GROUP BIBLIOCOUNSELING SESSION NUMBER SEVENTEEN

Book: McCloskey, Robert. Homer Price. Illustrated by Robert McCloskey. New York: The Viking Press, 1943.

1. The counselor passes out books to each student and the group discusses the first half of the chapter, "Nothing New Under the Sun (Hardly)," which they read at the preceding session.

2. Students volunteer to read orally the last half of the story. The counselor reads occasionally to speed up the tempo. He also assists the readers, if necessary, in the pronunciation and meaning of the following words:

proclamation	apologized	cautious
spiral	distinctly	
license	ancient	

3. Students retell what occurred in the story which they read.

4. Students probe into Homer's feelings about: (a) the mysterious stranger's musical mouse trap and (b) the city's charging the stranger thirty dollars for a license.

5. Students identify similar incidents from their own experiences and from books which they have read.

6. Students explore the consequences of trapping mice by deceiving devices.

7. Each student determines the personal consequences of trapping or hunting animals.

GROUP BIBLIOCOUNSELING SESSION NUMBER EIGHTEEN

Reading Material: The Stockton Record Stockton, California , Monday, May 10, 1971.

1. The counselor passes out newspapers to each student and inquires about how many students receive a newspaper in their homes.

2. Students volunteer to read orally items which are of particular interest to them. Among the kinds of articles which students may wish to read are: leading news stories, the sports page, the comics, the crossword puzzle, movies, the television guide, the horoscope section, advertisements, including "pets for sale," and captions beneath pictures.

3. Students retell articles which interested them.

4. Students probe into their own feelings about: (a) reading newspapers at home and (b) new parts of the paper which they might not have noticed before.

5. Students explore the consequences of reading the newspaper daily.

6. Each student determines the personal consequences of reading the newspaper each day at home.

GROUP BIBLIOCOUNSELING SESSION NUMBER NINETEEN

Book: Brenner, Anita. A Hero by Mistake. Illustrated by Jean Charlot. New York: William R. Scott, Inc., Publisher, 1953.

1. The counselor passes out books to each student and discusses briefly the New York Times award as Best Illustrated Children's Book of the Year.

2. Students volunteer to read orally the story by short paragraphs at a time. The counselor assists the readers, if necessary, in the pronunciation and meaning of the following words:

frightened	furiously	lasso
fiercely	galloped	cactus
ferociously	soldiers	unconscious
christening	stomach	authorities
guitars	monster	pesos
bugles	sternly	municipal
violins	budge	scearching
handkerchiefs	scolded	intelligent

3. Students retell what occurred in the story.

4. Students probe into Dionisio's feelings about: (a) his fear of so many things and (b) how silly he felt when finding out what had terrified him.

5. Students identify similar incidents from experiences from their own lives and books which they have read.

6. Students explore the consequences of being afraid of things which really should not terrify them.

7. Each student determines the personal consequences of unreasoning fears which may bother him.

GROUP BIBLIOCOUNSELING SESSION NUMBER TWENTY

Book: Withers, Carl (ed.). A Rocket in My Pocket: The Rhymes and Chants of Young Americans. Illustrated by Susanne Suba. N.p.: Henry Holt and Company, 1948.

1. The counselor passes out books to each student and discusses briefly the book's recognition in Notable Children's Books 1940-1959.

2. Students volunteer to read orally sections of the book including: "Rhymes for Fun," "Tongue Twisters," "Riddles," "Autograph Album," and "Spelling Rhymes." The counselor assists the readers, if necessary, in the pronunciation and meaning of the following words:

sycamore	calaboose	cantaloupe
tambourine	sauerkraut	vaudeville
persimmon	sausage	vestibule
appetite	stomach	gallery

3. Students ask each other riddles and enjoy parts of the book which interest them.

4. Students probe into their feelings about: (a) reading books which can be fun to read and (b) making an effort to find more books on their own to read and enjoy.

5. Students explore the consequences of reading at school and at home.

6. Each student determines the importance of reading in his daily schedule and the consequences which it might have for him personally.

APPENDIX C

TESTING INSTRUMENTS

SAN DIEGO COUNTY

INVENTORY OF READING ATTITUDE

Name_____ Grade_____ Boy Girl
Last First Middle

School_____ Teacher_____

Date of Test_____
Mo. Day Yr.

TO BOYS AND GIRLS:

This sheet has some questions about reading which can be answered YES or NO. Your answers will show what you usually think about reading. After each question is read to you, circle your answer.

INSTRUCTIONS TO PUPILS

Draw a circle around the word YES or NO, whichever shows your answer.

Sample A

Yes No Do you like to read?

If you like to read, you should have drawn a circle around the word YES in Sample A; if you do not like to read, you should have drawn a circle around the word NO.

Sample B

Yes No Do you read as well as you would like to?

If you read as well as you would like to, you should have drawn a circle around the word YES in Sample B; if not, you should have drawn a circle around the word NO.

Yes No 1. Do you like to read before you go to bed?

Yes No 2. Do you think that you are a poor reader?

Yes No 3. Are you interested in what other people read?

Yes No 4. Do you like to read when your mother and dad are reading?

Yes No 5. Is reading your favorite subject at school?

Yes No 6. If you could do anything you wanted to do, would reading be one of the things you would choose to do?

Yes No 7. Do you think that you are a good reader for your age?

Yes No 8. Do you like to read catalogues?

Yes No 9. Do you think that most things are more fun than reading?

Yes No 10. Do you like to read aloud for other children at school?

Yes No 11. Do you think reading recipes is fun?

Yes No 12. Do you like to tell stories?

Yes No 13. Do you like to read the newspaper?

Yes No 14. Do you like to read all kinds of books at school?

Yes No 15. Do you like to answer questions about things you have read?

Yes No 16. Do you think it is a waste of time to make rhymes with words?

Yes No 17. Do you like to talk about books you have read?

Yes No 18. Does reading make you feel good?

Yes No 19. Do you feel that reading time is the best part of the school day?

Yes No 20. Do you find it hard to write about what you have read?

Yes No 21. Would you like to have more books to read?

Yes No 22. Do you like to read hard books?

Yes No 23. Do you think that there are many beautiful words in poems?

Yes No 24. Do you like to act out stories that you have read in books?

Yes No 25. Do you like to take reading tests?

"Reading Self-Concept Inventory"

The "Reading Self-Concept Inventory" consisted of: (1) administering the entire Self-Concept and Motivation Inventory: What Face Would You Wear? to the subjects and (2) scoring test items 1, 3, 13, 15, 16, 17, 27, 29, 38, and 47, dealing specifically with reading. The score obtained from those eleven items was called the "Reading Self-Concept Inventory."

GATES-MACGINITIE READING TESTS

The Reading Comprehension and Vocabulary subtests of the Gates-MacGinitie Reading Tests, Survey D, Forms 1, 2, and 3, were administered to the students participating in the study. Because the test is well-known to most reading specialists and other educators, the writer chose to omit it from Appendix C.